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ABSTRACT

This report provides a summary record of the achievements realized and the problems encountered by the nine colleges of the Los Angeles Community College District during the 1985-86 school year. First, a district overview highlights several positive and negative trends, including: (1) enrollment continued to decline, which brought the District to its lowest level since 1969; (2) English and mathematics programs resisted the enrollment declines, especially developmental courses; (3) the Board of Trustees' decision to reduce regular faculty positions in low vitality/high cost programs was the most significant action of the year; (4) human and physical resources in all areas were depleted, but the results were most apparent in support services and in the physical environment of the colleges; (5) efforts to encourage academic excellence and prepare students for transfer to four-year colleges were expanded; and (6) the aggressive pursuit of special funding by both administration and faculty led to substantial awards, especially in vocational areas. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each individual college report includes information on the college's mission, functions and goals; instructional programs; instructional support and student support services; community services; planning, research and development; community relations; and administrative services. (AJL)

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COLLEGE ANNUAL REPORTS 1985-86

VOLUME 1:

NARRATIVE DESCRIPTIONS

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May, 1987

Office of Research, Planning and Analysis

Nancy L. Conrath, Director

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Cedric A. Sampson, Vice Chancellor

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1985-86

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1985-86 COLLEGE ANNUAL REPORTS, VOLUME 1: NARRATIVE DESCRIPTIONS

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PREFACE

College Annual Reports 1985-86 is a summary record of the achievements colleges have realized and the problems they have encountered during the year. As in previous years, the reports are presented in two volumes, one narrative and one technical, for greater ease in using as references for planning and evaluation.

In this first volume, the narrative reports of the nine colleges are presented. Each individual college report is written according to a format which includes the college's Mission, Functions and Goals; Instructional Programs; Instructional Support and Student Support Services; Community Services; Planning, Research and Development; Community Relations; and Administrative Services.

The Office of Research, Planning and Analysis, Educational Research and Development Division, coordinated the preparation of college narratives, which were edited for consistency of format but not substantive content; they represent the perceptions and judgments of each college.

Annual reports from the District Office and Instructional Television were excluded because purposes and functions, as well as the data provided in the second, technical volume, were not comparable.

A C K N O W L E D G M E N T S

Preparation of College Annual Reports 1985-86 relied upon the cooperative efforts of many people. Persons on each campus coordinated the collection of information for college reports, meeting with department chairpersons and service area managers, and synthesizing information into meaningful, coherent narratives. These coordinators were:

City	Dorothy Griffin	Assistant Dean, Research and Publications
East	Kenneth Hunt	Dean, Academic Affairs
Harbor	Patricia Wainwright	Assistant Dean, Instruction
Mission	Anatol Mazor	Vice President, Academic Affairs
Pierce	Philip Stein	Dean, Administrative Services
Southwest	Mary Borell	Assistant Dean, College Development
Trade-Tech	Neil Adams	Assistant Dean, Academic Affairs
Valley	Phyllis Stones	Dean, Academic Affairs
West	Charles Brown	Dean, College Relations and Development

Responsibility for coordinating the preparation of the document was assumed by Nancy Conrath, Director of the Office of Research, Planning and Analysis, with assistance from staff members Dexter Kelly and George Prather. Secretarial support was provided by Connie Rosano and Dora Gonzales.

Chriss Bertelli designed the cover, and Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Cedric A. Sampson, Vice Chancellor of the Educational Research and Development Division.

O V E R V I E W

The 1985-86 College Annual Reports provide a variety of information about the nine colleges of the Los Angeles Community College District. Through descriptions of activities, constructive self-analysis and statements about future needs and plans, each college discusses its service areas, mission and goals, instructional and support services, marketing efforts, student and community services, administration, personnel and facilities. In all these aspects of the college community, the narratives tell a story that tables and numbers cannot reveal.

This was a year of paradox, marked by both negative and positive trends. Clouding its beginning was the continued enrollment decline in the fall, which brought the District to its lowest level since 1969. The causes of the decline are difficult to assign with certainty. There was a reduction in the 17-25 age group, and increasing competition for students among all segments of higher education. A rise in the number of job opportunities probably dissuaded some working people from taking the time to attend college classes. The continued indifference of the current state administration to community college problems, and a resulting shortfall of funding, further aggravated the situation. All of these factors were beyond the control of the colleges. But the early semester start, vague planning objectives, lack of public visibility, and inefficient financial aid disbursement were all well within the scope of faculty and administrative responsibility. Efforts to correct some if not all of these faults were already under way at the beginning of the year; they were given greater impetus by the enrollment decline. Decisions were made to decentralize the financial aid administration and restore the traditional calendar with an early September opening of classes. Strategic and curricular planning activities intensified throughout the year, especially at the college level.

The direction of constructive change could be recognized in those instructional areas that resisted decline. English and math remained strong at all colleges, especially in developmental areas, while developmental communications enrollment held its own or continued to increase wherever it was offered. The expansion of Project ACCESS and ASSET placement testing directed more students into developmental areas, while placing others in those college-level classes where they have the greatest chance to perform well and achieve their individual goals. Successful matriculation has become a major districtwide goal, and requires that students attain and demonstrate college-level reading and writing skills for all degree and transfer programs, and mathematical capability for most hi-tech vocational programs. An increasing proportion of entering students lack college-level skills, and many are limited-English speakers. This year, developmental, and college-level writing and math classes filled to capacity, and many students had to be turned away. The developmental communications faculty at City responded by offering non-credit English as a Second Language (ESL) classes in the spring semester. At Trade-Tech,

a tutorial service catering mainly to ESL students was established in the fall. Computer-assisted basic skills instruction was offered to limited-English speakers at East. Such programs should be expanded in the near future.

The Board of Trustees' decision to reduce regular faculty positions in low vitality, high cost programs was no doubt the most significant action of the year. The most immediate cause for potential layoffs or reassignments of some 143 faculty in 32 disciplines was a severe budget shortfall that loomed in the spring semester. But the reallocation of faculty resources had been necessary for a long time. Since 1981, District WSCH had declined 31%, while regular faculty full-time equivalent (FTE) positions had decreased by only 17%. Normal attrition and retirement incentives accounted for this drop in FTE, with losses uneven among disciplines. Many disciplines were overstaffed for reduced enrollment levels. By Fall 1985, 23% of classes with fewer than 9 enrolled were retained because no other teaching assignment was available for regular faculty. A shift of resources from high-cost and low-vitality disciplines was essential to enrollment growth. Fortunately, all faculty receiving "March 15th" letters notifying them of possible lay-off were offered at least temporary positions for Fall 1986. Many were reassigned to other disciplines for which they had credentials. But the initial effect was traumatic, and many faculty were angered. There was some temporary disruption due to reshuffling of faculty and administrators between campuses and programs.

One sad story must be repeated this year as in the past; the effect of uncertain and inadequate funding. Human and physical resources in all areas have been depleted, but the results are most apparent in support services and in the physical environment of the colleges. Libraries, learning resource centers, and admissions and records offices have all suffered from inadequate classified staffing. Even with increased automation and computerization, they can offer only the bare minimum of services. Library hours have been cut back, acquisition of new materials has almost halted and subscriptions renewals reduced in number. At many colleges, no special instruction in library use was provided. Audio-visual and sound tape equipment was in increasingly short supply, as it could not be repaired or replaced. Short-handed maintenance crews struggled to complete the most routine chores. Some large scale repairs were made to buildings and driveways, but much remained undone.

The colleges continued to aggressively search out and recruit new students, especially in high schools. All sent teams of counselors to feeder schools, and some made strides in curricular articulation that would lead students into their programs. Pierce's early admissions program brought in over a thousand applications from feeder high schools. East offered both math instruction and basic skills to hundreds of high schoolers, while at Harbor, the Two-plus-Two and California Academic Partnership Program coordinated high school courses with hi-tech vocational programs. Qualified seniors took college-level courses on all campuses, while college instructors gave classes in high schools. In this way, students were put on a college track before they finished high school.

Colleges expanded their efforts to encourage academic excellence and prepare students for transfer to four year schools. Honors classes were established or under development at most colleges; at Pierce, highly motivated students were attracted to the honors program with priority registration, early bookstore privileges, special counseling and other services. Sophomore-level courses offered in the AT-WEST program have helped stem the flight of transfer students from West to neighboring community college districts. The Program for Adult College Education (PACE) started at Mission while increasing its offerings at Harbor, setting the stage for greater expansion the following year. The Transfer Alliance agreement with UCLA encouraged many freshman candidates to enroll in District colleges for their first two undergraduate years, bolstering enrollment in transfer courses and honors programs. All these efforts should increase enrollment in the future.

Aggressive pursuit of special funding by both administration and faculty led to substantial awards, especially in vocational areas. Southwest was especially successful, earning a $3.5 million special needs grant from the Department of Education, which will fund a hi-tech management information system and curriculum development; that college also obtained a million dollars from the State Employment Development Department to establish a vocational education and employment referral center. Vocational Education funds helped Valley establish a computerized instruction lab, and supported tutoring, course updating, and assistance to single parents. Increased cooperation with business and industry also helped vocational programs acquire much-needed up-to-date equipment. This allowed classes in fields like computer-assisted drafting and word processing to be initiated or sustained, but not to the extent necessary to meet student demand. It is hazardous for vocational programs to rely on "soft money" for their hardware and supply needs. Without dependable and sufficient general fund support, these programs cannot adequately respond to technological advances and prepare students for work in high-tech areas.

The new programs initiated or expanded this year should increase not only enrollment but also the visibility of the colleges, especially among people who never realized what community college instruction could do for them. Adult workers who have gained access to higher education through the PACE program will enjoy greater self-esteem through the knowledge and understanding they have acquired. The same is true of the high school students stimulated by college-level instruction. The immigrant finds the open door to full participation in American society through English as a second language instruction. The unskilled high-school dropout may get his or her second chance for a successful life through basic skills and vocational programs. And community colleges offer the only affordable path to the four-year schools for many bright but poor students. For all these groups and more, the colleges represent the caring and responsive side of higher education

THE COLLEGE

Community Served by the College

The major geographic community served by Los Angeles City College continues to include both the northern and southern areas of Central Los Angeles. It shares the southern portion of its service area with Los Angeles Trade-Technical College. According to 1980 Census data the population of over a million persons in these areas is multi-ethnic, multilinguistic, and low income. Approximately 75% of the College's students reside in the combined service areas. Changes in the makeup of the College's student body since 1980 have indicated that ethnic and linguistic diversity is growing, and the number of low-income residents is increasing.

Of the approximately 560,000 persons living in the north central area in 1980, 49% were white, 32% Hispanic, 12% Asian and 5% black. The median income for the area was $17,765, below the District median of $21,163. One third of the population 18 years of age or older had less than 12 years of schooling and one fourth had 12 years, or the equivalent of a high school education. Only 18% of the population over 18 years of age was between the ages of 18 and 25.

The south central area population, approximately 456,000 persons in 1980, was more than 41% Hispanic, 38% black, 11% white and 9% Asian. The median income of the area, $11,614 was barely above the national poverty figure of $10,600 and was the lowest in the District. In some sections of the area, this figure was as low as $9,043. One-half of the population over 18 years of age had less than 12 years of schooling and one-fourth had 12 years or the equivalent of high school education. Twenty-five percent of the population 18 years of age or more was between the ages of 18 and 25.

Analysis shows that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Armenians, Croatians, and some Islamic peoples. "Asian" includes Japanese, Korean, Filipino, Vietnamese, Thai, and both Mandarin and Cantonese Chinese. Census data for 1980 show that the population of the major service areas contained 1.8% or 18,740 Japanese, 2.1% or 27,012 Chinese and 0.2% or 2,328 Asian Indians. These percentages, however, are each well below the 5% Affirmative Action limit, and nowhere near the 36% Hispanic population share. Over 27% or more than 3,700 of the College's enrollees are Asian, representing large numbers speaking many Asian languages and dialects. Further, while the actual numbers of Asian students has declined slightly, (8%) it has declined less than total enrollment (12%). It is not surprising, therefore, that over 46% of all entering students tested in 1985-86 selected the English as a second language (ESL) form of the College

Placement Examination. Understanding this phenomenon continues to be crucial to the development of instructional programs and services.

All ethnic groups shared in the overall enrollment decline in 1985-86. The largest ethnic decline in 1985-86 ocurred among black students, 21% and among Caucasian students the decline was 13%, slightly above the Colleges's overall enrollment decline of 12%. Hispanics showed the smallest decline, 7%.

Many District and greater Los Angeles residents from outside the main service areas seek enrollment in this College because it offers programs of exceptional quality not available elsewhere in local community colleges. These unique programs include Cinema Animation and Graphics, Cable Television Technology, Dental Laboratory Technology, Dietetic Technology, Television Broadcasting and Professional Theater Academy. The "returning student" who already has a degree is, in increasing numbers, enrolling in health profession curricula as well as other vocational areas such as broadcasting, cinema and television.

An analysis in 1984-85 of over 800 "A" students attending City, sorted by zip codes shows that 25% come from areas outside the College's major service areas. These students travel from Newhall on the north to Long Beach on the south, from Santa Monica on the west to Pomona on the east. Their majors represent a range of the College's offerings.

Mission and Functions Statement

The mission of Los Angeles City College has been to offer a comprehensive program of occupational and transfer curricula, developmental and continuing education, and community services programs which serve the educational needs of its "community." A full range of services to assist students in their development has been designed but cut back considerably due to budgetary restrictions.

College Goals

College goals represent ideals, not guarantees of complete achievement.

1. Each student who receives a certificate and/or who graduates from an occupational curriculum will have the knowledge and skills necessary to be successfully employed in the areas of preparation.
2. Each student who graduates from a transfer curriculum will have the knowledge and skills necessary for successful upper-division study.
3. Each student will be able to clarify individual personal goals and values and develop a philosophy of life and means of achieving identified goals.

4. Each student will have the knowledge and skills necessary to be an independent self-learner, communicator and effective problem-solver.
5. Each student will acquire the knowledge, skills, and appreciation essential for effective use of leisure time.

Institutional Process Goals:

1. The College will offer comprehensive liberal arts curricula, a broad range of certificate and associate degree programs, and continuing education based on the needs of the communities it serves.
2. The College will offer career programs based on projected employment needs.
3. The College will maintain careful articulation with four-year institutions to insure successful student transfer.
4. The College will provide student services, including program planning, career advisement, developmental and compensatory education, financial aid and student activities which facilitate student growth and sucess in the academic social, and economic community.
5. The College will develop programs in alternative learning styles to meet the individual needs of students and to insure personal, academic and professional growth.
6. The College will offer students and community residents cultural programs, short courses, workshops, and other educational experiences of interest to them.
7. The College will provide community services programs for local residents.
8. The College will make its facilities and resources available to members of the community for their educational and recreational use.
9. The College will provide equal opportunities for all members of the community through affirmative action policies and practices.
10. The College will provide opportunities for all members of the community to participate in campus governance.
11. The College will maintain a consistent flow of information regarding its activities and programs through appropriate media and organized public relations functions.
12. The College will maintain its physical plant and environment in a manner best suited to support the institution's programs.

College Organization

A major reorganization of the administration of Academic Affairs was accomplished during the spring semester. The divisional organization was discontinued. In its place, all the department chairs reported to the Vice President of Academic Affairs and each dean was delegated specific

functional responsibilites. This revision resulted in better line relationships with department chairs and management accountability.

A chart illustrating the College's administratrive organization as of June 1986 is presented at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

In spite of fiscal retrenchment and declining enrollment, programs of high quality and student achievement continued in 1985-86.

At the June Dean's Honor Tea, over 600 day and evening students were honored for their academic achievement. At these ceremonies 46 students were honored with the prestigious President's Distinguished Scholar Award for having been on the Dean's Honor List for three consecutive semesters. "The students honored are a testament to the college's open door policy and low fees which make higher education accessible to all California residents," said LACC President Dr. Stelle Feuers. "LACC's students reflect the changing character of Southern California and many are recent immigrants who have made Los Angeles their new home." The Fall 1985 recipients represented 4.4% of the student body, an increase over the Fall 1984 3.5 % group; this increase occurred during a period of declining enrollment. Over 800 students during 1984-85 were recognized at the college for achievement of a perfect 4.0 grade point average, and Dr. Feuers noted that "The accomplishments of City's students reflect the College's dedication in providing quality education, ensuring the future success of all our students."

Students from programs in cinema, forensics, journalism, photography, public relations and theater also continued to garner large numbers of awards. For the second consecutive year the LACC Collegian was cited for general excellence at the annual conference of the Journalism Association of Community Colleges, Southern section. City College won more awards and had more photos on display than any other college in the 1985 L.A. County Fair photo competition; 16 photo students took 33 honors and awards. Two award-winning productions were among a dozen student films screened at the College's April 1986 Festival of the Arts, and two City College public relations students were among five Southland students chosen to receive scholarships from the Publicity Club of Los Angeles, worth $900 and $400 respectively. All members of a recent graduation class in radiologic technology passed the National Registry Licensing Examination and are employed as radiologic technologists. The high employment rate of graduates of this and many other LACC programs further attests to the accessibility of the College, the quality of its programs and student achievement.

In Fall 1985, six disciplines lost WSCH at less than the college's overall 12% rate, and five were slightly above. Four major discipline groups--letters, business, arts and mathematics--accounted for 45% of the College's WSCH; and of these four, only the math loss in WSCH was slightly higher than the college overall rate. Those disciplines showing less than the college loss rate accounted for 53% of the College's WSCH; 27% of the WSCH were from disciplines just slightly below the college rate. In general those disciplines showing the greatest rate of change downward were those with the lowest WSCH betwqeen 1981 and 1985. Some discipline groups have remained strong through years of declining enrollment.

Letters and math have had consistently high WSCH and have declined only 2% and 20%, respectively, since Fall 1981; both losses are much less than the overall college decline of 32% in the same period. Health professions, physical sciences, foreign languages, and computer sciences--all moderate WSCH producers--have also experienced losses below the College average. Of greater importance, perhaps were the larger losses among disciplines that are large WSCH producers, such as business, (-35% from 1981 to 1985) and fine and applied arts (-37%). Declines in WSCH have occured when regular faculty have retired or resigned and not been fully replaced, and when there have been cuts in hourly allocations.

The College continued the use of the ASSET test for English as a native language (ENL) students taking the College Placement Examination. Since the ASSET Program had not yet provided an English as a second language (ESL) form of the test, the College continued the use of the Michigan test for ESL students. Over 8,000 new students were tested; 54% chose the ASSET ENL test and 46% chose the Michigan ESL test. These percentages duplicate the 1984-85 figures, but the drop in numbers of students taking these tests is less (6%) than the 12% drop in overall enrollment. The numbers of students from Asian and Hispanic backgrounds are very close to the numbers of students choosing the Michigan ESL form of the test. Enrollment decline in ESL English language instruction has been comparable to the overall reduction.

Transfer. The College endeavored to improve its transfer function by means of special transfer programs and a Transfer Center. Special funds enabled these functions to expand significantly.

An $8,000 grant from the Ford Foundation resulted in the establishment of an honors program and the development of the Transfer Readiness Program. The Honors Transfer Program began in the Fall of 1985 with 34 students participating. It is part of the University of California at Los Angeles (UCLA) Transfer Alliance Project, which guarantees priority admission to the UCLA College of Letters and Science to students in junior standing who have successfully completed the Program. Its purpose is to increase the number of low-income and minority students transferring to four year schools; 48% of the program's students came from underrepresented minority groups, and 94% qualified as low-income.

In the Fall of 1986, the College will institute the Transfer Readiness Program. While the Honors Program offers a core curriculum of "honors" general education courses and requires that students maintain at least a 3.2 grade point average (GPA) the Transfer Readiness Program offers preliminary assessment in reading, math and composition, and then places students appropriately according to their skill levels and academic major. Students are required to maintain at least 2.0 GPA. Both programs follow closely the academic progress of the student after he or she graduates to the four-year, participating institutions. Currently UCLA and California State University, Los Angeles (CSULA) have agreements with the College to accept students from these two programs.

An $86,000 grant made available through the State Chancellor's Office, enabled the College to expand the Transfer Center. The College was one of 17 colleges statewide to receive one of the three-year transfer grants, and one of six to receive a $60,000 augmentation to establish the computerized ASSIST program available to facilitate student transfer. The system provides instant access to class requirements at universities.

For more detail on the Transfer Center, see Instructional Support and Student Services.

Vocational. Updates of curricula, course outlines and equipment have improved programs in computer tech/electronics, office administration, radio-TV-film, and radiologic technology. The Office of Administration Department has developed short term concentrated courses to speed skill development, using electronic typewriters, a variety of word processors, and IBM personal computers. The Department is preparing students for the coming decade, when secretarial and clerical workers will be spending half their time at some kind of electronic work station. The Psychology Department's Human Services Program has been offically recognized as eligible to receive VEA monies which will fund the purchase of some greatly needed up-to-date audiovisual materials.

The Cinema Program attracted the interest of the Hollywood film industry at a benefit show of outstanding City College student films at the Director's Guild of America Theater. Los Angeles Times film critic Kevin Thomas praised the films and everyone involved, and compared the LACC program favorably with the prestigious film program at UCLA and the University of Southern California (USC). "Move over UCLA and USC," he wrote, "and make room for City College." Not only was money raised for the department, but a high degree of visibility and support for the Program was generated.

The student intern program, which is part of the administration of justice curriculum and places students as "cadets" under the direction of the Captain of Campus Safety and Police, continues to maintain an outstanding rapport with the students and staff. First semester AJ students spent six

hours a week in the campus police office, where they learned techniques in police patrol procedures and traffic enforcement. Campus student interns were involved in the student escort service, fingerprint identification of local elementary school children, and patrol of the campus. Second semester students interned with the Los Angeles Police Department (LAPD), the L.A. County Sheriff's Department, and the Glendale Police Department. In the field of corrections, they worked at the California Youth Authority, the Probation Department and Juvenile Hall. Graduates enter careers as policemen, probation officers, and in related fields such as insurance claim adjusters, communications dispatchers and fingerprint classifiers.

Developmental. As noted above, enrollments in developmental English language skills courses in the Developmental Communication and Speech Departments declined at approximately the same rate as overall college enrollment. Options concerning present and future needs in these areas had top priority and were addressed. The need for ENL programs was not replaced or diminished by the growing ESL needs but has continued strong. There was increasing recognition among students that the acquisition of adequate English language skills--reading, writing, speaking, understanding--are basic to success in any of the College's curricula, transfer or vocational.

Enrollment in learning skills courses stabilized after the fluctuations caused by the early calendar and the effects of tuition. There was a 7% decline since the Fall of 1982 in the number of English-speaking students using the Center; ENL students were 40% of learning skills enrollment this year. The second largest group (25%) reported Spanish as their native language. The most recent trend is an increase in the Asian population. There was an increase of 5% in students enrolled in AA Degree programs, and also a slight increase in vocational students, who comprised 60% of the total number of students using the Center in 1985-86. Students, therefore, needed more ESL classes, more classes in writing fundamentals, and more intensive tutoring in vocational programs. The highest enrollment was in English fundamentals (grammar), reading, vocabulary, spelling and library media courses.

Non-credit ESL courses were initiated in the Spring semester. An intensive month of ESL preparation for college will be piloted in June. The City College ESL non-credit program is unique in that it was developed under the auspices of the credit faculty in developmental communications. The College is a statewide model for credit faculty development of non-credit instruction.

International Education. The International Education Program (IEP), which moved to the LACC campus in August 1985, has primary responsibility for coordinating and supervising a program of study abroad that serves the entire District. Approximately 650 students were served in 1985-86, with summer, semester, and short-term vacation programs in France, Germany, Mexico and Spain. The Program also coordinated the Foreign Faculty

Exchange Program for the District, and an International Development Program in which ten District instructors worked during the summer for CONALEP, a system of technical colleges in Mexico.

Library and Learning Resource Center (LRC). The library has been in a no-growth situation for several years. The number of volumes has actually declined because of an active weeding program which had been postponed over the years, and a continuing high rate of book theft. Conversely, library use increased, largely because of classes using the new library skills exam. The staff is working on a number of teaching guides which will assist students in the use of the catalog and help with the selection and use of periodical indexes. These aids are assuming greater importance as more students suffer from language problems and are ill-prepared for library assignments.

The organization of Library Science (LS) 900 and its accompanying class on the "Theory and Practice of Tutoring" (LS 24) increased the numbers of students being effectively served on a "Tutoring Only" in math related areas: algebra, physics, chemistry, accounting, business data processing (BDP) courses, and other business courses.

Non-replacement of retired or transferred library staff created problems in program continuity, curriculum development, tutor training, media, and recordkeeping.

Student Services

Admissions and Records. In the last year several positions have been lost including the evening intermediate clerk steno (ICS) and two intermediate clerk typists (ICTs). The clerk on illness leave through 1984-85 retired. In addition, an ICT and an ICS took extended leaves. For a while the Office was approved to hire relief personnel for the two on leave. Just before the year ended, the office was approved to hire an evening ICS, an intermediate clerk (IC) and ICT. Unfortunately, the lists for these positions were very old and limited. As a result, only one IC was hired before the fiscal year ended.

Probably the biggest single loss to the Admissions Office was the elimination of the Admissions Counselor position, an Instructor Special Assignment, by the Personnel Division, effective at the end of the fiscal year. This person handled all special programs and was Admissions liaison with faculty. She was very effective in her position, and was well respected by those she dealt with. Not only was loss of her position extremely detrimental to the Office, but it hampered relations of the Office with other campus segments.

Office operations are going as they have been for the last couple of years; slowly, because of dwindling staff. The Data Center has been especially hard hit. Its supervisor and one other employee were moved to other departments at the start of the Fall semester. In May, the third of four employees in that office retired. The Center has not been approved to hire a replacement.

Meanwhile, the development of automated transcripts is in its final stages, and should be operational in Fall 1986. This will mean that records prior to Fall 1986 will still be processed manually. However, as time passes, fewer and fewer transcripts will need to be processed by hand. With some positions approved for hiring and automated transcripts in place, the Admissions Office looks forward to some improvements next year.

A Department of Finance audit began June 30. The results will be sent to the College in the fall.

Counseling and Services to Special Clientele. Between July 1985 and June 1986, 28,300 students visited the Counseling Center for appointments. Numerous other students who did not make appointments were given assistance at the counter. Group counseling sessions were held for all probationary, pre-nursing, foreign, business, engineering and athletic program students, thereby reducing the number of individual appointments required and making better use of the reduced counseling staff. College Placement Examinations were administered to 8,012 students, Michigan (ESL) tests to more than 46% and ASSET (ENL) tests to nearly 54%. These test scores are used as prerequisites for enrollment in 44 courses and 11 departments, including Business Administration, Broadcasting/Cinema/TV, Chemistry, Computer Technology, Developmental Communications, English, Nursing, Office Administration, Radiologic Technology, Speech and Theater.

The full counseling staff was available for registration. A videotape was used to provide enrollment information that answered many questions in advance. Advisement and program approval were given for every student registering in person. Counselors worked closely with many departments and directly with recruitment. A counselor was released part time to coordinate an expanded high school visitation program. Because the Psychological Services Center was not replaced, many more disturbed students visited the Counseling Center than in the past. A counselor administered specialized tests as necessary and coordinated services with the Hollywood Mental Health Clinic.

Over 600 students used the facilities in the Career Center. The Director visited classrooms on request and made group presentations in the Center.

The Transfer Center was officially opened in November, 1985. The agreement with the State regarding the establishment of the Transfer Center Pilot Program designated three universities as primary participants:

UCLA, CSULA, and USC. College representatives fulfilled their obligations, contributing over 70 hours a month, with UCLA participating over half of this time.

How successful the Transfer Center was this year will depend on the number of students who actually transfer to four year colleges and universities in California. Such counts will probably begin to arrive in early August, 1986. Out-of-state universities have not traditionally sent their enrollment figures to the College.

The Center publicizes current information on transfer programs as well as presenting workshops on admissions procedures at various colleges, updating financial aids information and conducting study skills workshops necessary for university survival. Special services are given to students when requested, i.e., obtaining an unofficial transcript to hand carry for the purpose of evaluation for admissions.

Any method in which a student can successfully transfer is being analyzed and incorporated into the Transfer Center. As of May 1986, 768 students had utilized the Center's services.

The Veterans Affairs Office served over 600 veterans and dependents of veterans at the College. This year a number of veterans from the post-Vietnam era began using their benefits under Chapter 32, while the number of Vietnam veterans continued to decline. On July 1, 1986, a new G.I. Bill became effective under Chapter 106, Title 10, U.S. Code, that provides educational benefits under the Selected Reserve Educational Assistance Program. Twenty-eight veterans applied for this benefit during the Spring 1986 semester.

Continuation of weekly audits by the Veterans Affairs Office of all veterans enrolled allows it to report within the 30 day period any changes in the enrollment status of the student-veterans. Recruitment and outreach efforts have been continued throughout the year to contact service personnel and encourage them to take advantage of the program. The Veterans Special Education Program (VSEP) continues to provide remedial training for veterans deficient in basic skills, and is one of the mandated programs for the Veterans Cost of Instruction Payments (VCIP) award. Tutorial assistance is also provided by this program, and approximately 60% of the veterans enrolled take advantage of this opportunity.

While there are fewer veterans than in previous years, the need remains for the services provided by the Office. With student workers and a limited staff, sufficient hours of operation have been maintained to serve both day and evening students.

The Extended Opportunity Program and Services (EOP&S) operation has focused its efforts on being responsive toward the prevailing needs of disadvantaged students and the changing institutional climate of the campus. Along with some decline in the overall student population, EOP&S

has experienced proportionate reductions in the documented eligible count, which for 1985-86 was 2,123, with an unduplicated services to 1,337 students.

The program strived to serve students better in the records and student data processing component, which became fully operational and highly efficient within the academic year, and in the Emergency Book Grant Program, which continued to be successful with a total of 1,633 awards being disbursed.

The program also assumed responsibility for the issuance of the Board of Governor Grants (BOGG), to assist low-income students with college enrollment fees. Under EOP&S direction, availability and utilization of BOGG grants was judged significant. During the academic year, 615 students were afforded enrollment waivers. In addition, the BOGG program was found to be advantageous for purposes of identifying EOP&S eligibles and promoting awareness of program service offerings.

Once again this year, the Academic Assurance Program (AAP) proved its value in orienting EOP&S students to support services. Active participation counts at semesters' end were 521 students for Fall and 608 students for Spring. Participating students were assessed for cognitive and affective aspects of their academic profile, monitored for ongoing academic progress, given professional academic advisement, offered study skills assistance, and referred to the EOP&S transfer program and/or tutorial center as deemed appropriate. An evaluation process to ascertain AAP student outcomes and measure the program's effectiveness was also initiated. A new feature of the AAP was a pilot matriculation process called the College Preparation Services Program. This program assesses student preparedness for college entry and insures that all needed guidance and processing is accomplished prior to class attendance. The pilot program was modeled after major segments of the Statewide Matriculation Plan (SB-851), yet intended exclusively for disadvantaged clients.

Efforts have focused on enhancing student enrollment in the College and, concurrently, the program. EOP&S co-sponsored the High School Orientation Day which brought over 700 feeder high school students and their college advisors to the campus in the Spring. These students were identified via the year-round EOP&S high school recruitment project.

The downward spiral of enrollment has resulted in EOP&S program resources becoming increasingly scarce. In order to continue to optimally meet program objectives, it is essential that these resources be strictly allocated on a priority based on their impact on the target service population. Decision-making about dwindling resources will likely alter, but not diminish, the importance of the EOP&S presence on the campus.

During 1985-86 Disabled Student Programs and Services (DSPS) aided approximately 400 disabled students. Disability groups served included orthopedic, neurological, learning disabled, hearing impaired, visual, diabetic, speech and others. Specific services included mobility and regis-

tration assistance, college orientation, readers, job placement, vocational, personal and academic counseling, learning resources and liaison with other agencies. Active instructional programs available to disabled students were Learning Disability, Homebound, Blind, including Optacon and Braille Instruction, Speech Clinic and the Special Services Program for remedial skill level disabled students. Other supportive programs for the disabled included a series of specialized workshops focusing on requisite skills needed for college success. The College participated in Workability II, a specialized assessment program designed to highlight the physical and mental characteristics of Department of Rehabilitation clients who are college students. Through this program a comprehensive assessment can be given to enhance the overall quality of the Individualized Education Plans of enrolled disabled students.

Liaison was established with both old and new community based organizations, to put disabled students in touch with support networks in the community. Recruitment and outreach activities for the year were extensive. The entire professional staff was actively engaged in work with professional organizations; two certificated staff members were elected as board members of their organization. This involvement gives the College's Disabled program excellent representation throughout the state for all of its varied activities.

Budgetary cutbacks continued to handicap the provision of services to disabled students. Although the College still offered a program of quality, the amount of services available to each disabled student had to be scaled down. Reader services were cut, although some tutorial services were provided through the Special Services program. Job development activities specifically designed for disabled students were minimal, and placement decreased approximately 40 percent. Disabled Student Programs and Services assisted the college in its student employment efforts by listing job opportunities on the College Job Board; these jobs were available to disabled and non-disabled students. Counselor availability for students decreased and the Homebound Program could not offer full educational offerings for its students. The Adaptive Physical Education Program is nonexistent; the availability of special adaptive equipment is a reality but there is no instructional staff available to offer the class. Insufficient maintenance monies have been provided so much of the existing equipment is in need of repair. As adequate funding is restored, a more effective program can again be offered.

City College has one of the largest numbers of disabled students receiving services within the District, and has the largest population of blind and visually impaired students of any community college in the state. Academic performance and retention levels will continue to drop if adequate support services for the severely disabled are not maintained. Disabled Student Programs and Services staff hope that the restoration of funding is possible, and that future funding will be proportionate to the number of students needing services. The program should be able to continue meeting the standards of quality that have been set in past years.

The Reentry Center provided a supportive atmosphere where students, faculty and staff could meet for an exchange of ideas, reinforcement and guidance, or a break in the academic day.

The Center was also host to several workshops, Psychology Department marathons and club meetings, as well as professional speakers addressing and providing assistance in welfare rights counseling, income tax filing, and planned parenthood. Professional legal services were offered by attorney Martin Martinez. The Center also sponsored an all day campus workshop offered in April by the Women's International League for Peace and Freedom. Approximately 3,000 students continually availed themselves of these services.

During registration and add/drop periods for both semesters and the summer session, the site was requisitioned by Admissions, thus precluding its use at those times for other than registration purposes.

Financial Aid. For the sixth consecutive year, the College's Financial Aid Office utilized 100% of its federal allocations in the College Work Study and Supplemental Educational Opportunity Grant programs. The College completed the outstanding Federal Audit with an error factor of 0.3% while disbursing $4,357,707 to 8,113 students, using an operation system that was 75% manual.

Special Services. The Student Information Center recorded 36,225 requests, ranging from on campus interest and needs to welfare rights and shelters for battered women. The Center also maintained a housing service, assisted EOP&S in high school orientation programs, handled phone traffic diverted from Admissions and Counseling, accepted applications for the Campus Child Development Center, trained and evaluated interns from the Human Services Program, and assisted with the graduation ceremonies.

The Campus Child Development Center continued to provide important services to participants. Its three goals are to increase accessibility to the College by providing child care services, to provide an exemplary early childhood education program, and to serve as a field training site for the instructional division.

The children's program strives to meet the needs of the whole child with a structured curriculum that contains components to stimulate cognitive growth. The goal is to provide information and to encourage creativity, curiousity, reasoning and problem solving skills.

Focus on the social and emotional aspects of the child's development is demonstrated in activities designed to foster self-esteem, self-reliance, autonomy, feelings of trust and security, the ability to function within a group, inner discipline, and the ability to express emotions appropriately. To foster the physical development of the children, the Center

provides free physical examination and immunizations, and free speech and hearing screenings.

The Center's average semester enrollment in 1985-86 was 58 children per semester. The average hours of service per week has been 1,245 out of a possible 1,310, for a 95% utilization rate. This year 114 student-parents enrolled at the College, carrying an average of 11.7 units. In a survey, 36% of the parents declared that they would drop out of school if the Child Development Center were to close. The survey indicated that the average load of the remaining parents would drop to four units.

For Spring 1986 the Center provided 810 hours of student-teacher training for interns from Child Development 22. Students from Child Development 2, 34, Health 11 and from CSULA also observed and participated.

Student Activities. Extracurricular activities experienced growth over the last fiscal year. Twenty-five clubs were chartered and more than 600 program applications were processed. On-campus facilities were constantly being used by various community and civic groups.

The Associated Student Organization (ASO) appropriated 99% of its budget to support a large number of college programs. In response to members' expression of concern over financial aid problems following centralization, the ASO increased its appropriation for book grants and emergency loans to $30,000. It gave $10,000 to restore or replace equipment in the Student Center and $25,000 for parking meters to increase student and visitor parking. The ASO increased allocations to department and campus groups, funding for the college's student orientation program, scholarships for needy students, and funding to help students pay enrollment fees. In addition, ASO funds employed several persons to help in the Admissions Office, Business Office, Financial Aids Office and Cafeteria to compensate for loss of staff in these units. ASO committed itself to supporting college programs to ensure that students would receive the maximum level of services. Student Services plans to develop and print a brochure in several languages to encourage the participation of foreign students in the ASO program.

This year, the organization hosted a districtwide student leadership conference and gave receptions for both day and evening faculty and classified staff, to honor their contributions to the College and its programs.

Students are more politically motivated than in the past, and want more emphasis placed on information and assistance programs which would address current trends in various fields of education, while providing expanded child care services, more scholarships and financial aid packages, and health and dental insurance.

Community Services

Non-Credit Classes. The College has one of the largest community services programs in the State, offering 2,268 classes and enrolling 25,156 students during the year. In addition to recreational and cultural programs which are provided in response to community interest, the staff cooperates with ethnically diverse neighborhood groups in joint planning and the development of a great variety of offerings. There has been a closer articulation between Community Services, the Office of Academic Affairs, and outside agencies. Programs developed for relicensure of nurses and realtors were active this year. Also, Community Services was certified as an agency to offer Traffic Violator School (TVS) courses under the court referral program; classes were offered year-round.

Program development also increasingly requires cooperative planning by individual faculty and department chairs, to be sure that credit and non-credit needs are not duplicated. Facilities are shared by both delivery systems, extending access to programs for community residents.

Planning, Research and Development

Long-Range Planning. In Fall 1985, a college-wide strategic planning committee was established to begin work on a comprehensive long-range plan for the institution. An introductory meeting which addressed problems and strategies was followed by an organization meeting which addressed the need for in-depth considerations of specific problems. Six subcommittees met from November 1985 through April 1986. The college-wide committee met monthly to hear progress reports and receive input on state and local issues. On May 5, 1986 each subcommittee presented a final draft of its work to the college-wide committee. The college's "LACC Strategic Planning Phase One Report" is being completed in preparation for the beginning of phase two activities in the Fall 1986 semester.

Major Research Projects. The College was not able to conduct any major research studies, but several brief investigations were conducted for administrative and accreditation purposes.

Special Fund Development. Special funds were acquired by the college in response to a variety of instructional and service needs. The Transfer Program's $80,000 and Transfer Center's $86,000 awards have been noted earlier. Since a major goal of the College is to assist the transfer student to succeed, special funds could not be better placed.

Special funds supporting vocational programs served another major goal of the College, to provide high quality laboratory instruction and support for occupational students. Vocational Education Act (VEA) allocations were the largest single source of funding, and most awards were from this single funding source. A total of $304,143 was distributed. Nearly a

third of these funds paid for new equipment, critical at a time when the College has no regular equipment budget, and when students particularly need the benefit of training on up-to-date equipment in order to qualify for employment. Funds for services to specially targeted groups enrolled in VEA curricula included $60,790 for disadvantaged, $55,026 for limited-English speaking, $52,536 for single parents, $32,120 for adults needing training, $7,149 for consumer homemaking, and $7,062 for sex equity programs. A $28,789 VEA state grant enabled vocational instructors to receive in-service industry training to acquaint them with state of the art technology in their various fields: they will then be able to update their curricula.

The Department of Education Division of Special Services awarded Los Angeles City College $75,000 for programs to assist handicapped students who, because of the severity of their disability or because of a severe deficiency in their mastery of basic skills, need help to succeed in reaching their educational goals. 1985-86 was the second year of this three-year grant, which provides $75,000 each year.

A program to serve clients of the Displaced Worker Training Center, located in the community, was funded through the Federal Job Training Partnership Act (JTPA). Working with California's Employment Development Department (EDD) and the Los Angeles Business Labor Council, the program screens unemployed workers referred to it by local EDD offices, assesses their abilities, provides training for basic skills using the latest audiovisual methods, and provides job placement assistance. The objectives of the program are to help displaced workers relocate to a job using newly acquired basic skills, and to find positions that may offer training opportunities which develop new skills or upgrade existing ones. Approximately $289,000 was awarded for the 1985-86 period.

Two other projects were funded by JTPA. One is the Second Start Program for senior adults, which has completed its tenth year training participants for new careers and helping them enter the job market. The Program was recommended for funding for 1985-86 at $320,000. Seventy-eight participants were to be placed into unsubsidized jobs upon completion of their classroom training. The areas of training included clerical, janitorial, retail sale/cashiering, and job search assistance. It is anticipated that 90% of the planned program goals will be accomplished under the performance-based contract when complete year-end statistics are available. Recommendations for refunding at $192,000 for the last half of 1986 were achieved through the Title II-A 3% set-aside for older workers. Fifty-three citywide participants are to be placed in jobs. The Older Worker program year runs January through December, and it is anticipated that a complete refunding for 1987 will occur.

Another project is the continuation of the Youth to Careers Program conducted in conjunction with L.A. Unified School District. This Saturday Program enabled JTPA-eligible high school students to attend and receive

college credit for courses in business data processing, computer assisted drafting, allied health, radio/TV/broadcasting, cinema, word processing, and electronics.

The College, one of 18 nationally and the only one in California, received a $10,000 grant from the Minority Business Development Agency of the Department of Commerce to establish a program to encourage minority youth to pursue careers in business. The program has four objectives: organize an advisory committee with leaders from business, education and government sectors; train 65 minority students attending LACC in business administration; invite more than 1,600 local area high school students to a Job Fair Expo in May in cooperation with the Hollywood Chamber of Commerce; and conduct business management training for 100 business managers and owners in the greater Los Angeles area.

Community Relations

Public Information and Student Recruitment. Public information services, now centralized in the District Office, have focused increasingly on student recruitment strategies. In 1985-86, more than 150 news releases and media announcements were sent to more than 100 local media outlets. In addition, the Office has assisted with developing campus brochures, advertising programs, and planning and promoting special events.

Thanks to the Public Information Office's efforts, news articles have appeared on a weekly basis in the Meredith newspapers, including the Hollywood Independent, Wilshire Press, Larchmont Chronicle and the Downtown News, as well as in the Los Angeles Times. In addition, television coverage was provided for a number of events including the College's Foreign Language Day and its Festival of Arts.

Major recruitment efforts, some noted above, included counselor visits to feeder high schools, high school student orientation and visits to LACC, contacts with the Employment Development Department (EDD) and the Los Angeles Business Labor Council on continuing the Displaced Worker Training Center and the Second Start program, and contacts with the Los Angeles Unified School District to plan the Saturday program for high school students. In addition, students and instructors from the Toho Dental Institute of Tokyo again visited the College's Dental Laboratory Technology Department, and the Family and Consumer Studies Department offered a free 15-week special nutrition class to seniors.

Dental Assistant students working under the direction of USC Dental School students conducted free dental examinations for LACC students, and for some elementary school students from Alexandria Elementary School, which was "adopted" by the College under the "Adopt-A-School" program.

The L.A. County Board of Supervisors commended the College for 57 years of service to the community, citing in particular the achievement of providing an undergraduate education to thousands of County residents since

1929. The commendation further noted that "Los Angeles City College has a large number of services for students with special needs, including the disadvantaged, handicapped students, parents, seniors and working youth." The College also received praise for its Center for Performing Arts, its Institute for International Understanding and its English Language Institute.

Contacts with Business and Industry. Pacific Bell has initiated a statewide program that will enable employees to obtain an associate degree and continue on to a four-year institution for a BA degree. Los Angeles City College was chosen to provide the associate program. Courses offered at the Pacific Bell worksite during 1985-86 were History 11 and 12, Economics 1, Political Science 1 and Sociology 1.

VEA Adults Needing Training funds also made it possible for the College to offer career development courses for Pacific Bell employees, as well as members of the Service Employees International Union.

Employees of Kaiser Hospital benefited from several training programs administered by the College. The Speech Department provided ESL training as Speech 185; the results were so gratifying that the program will serve as a model for statewide ESL programs at all Kaiser hospitals next year. Employment Training Panel (ETP) funds enabled the College to provide the word processing training needed to implement a computerized record-keeping system for the hospital. Optical lab workers were upgraded, and radiologic technologists gained state fluoroscopy licensure, through LACC-based training funded by both the ETP and Kaiser.

Administrative Services

Facilities. A major project was completed in conjunction with the Braille Institute, with the construction of a secured parking structure exclusively for students.

Plant Operation and Maintenance. The responsibilities of Maintenance and Operations personnel included meeting the needs and requests of the college's various departments, while maintaining and operating the physical plant. Staffing remained inadequate, and much needed maintenance was deferred. But an air-conditioning chiller was replaced in the library, and ventilation of the Photo Lab was repaired. In the area of Operations, a constant struggle was necessary to maintain a decent level of cleanliness and services with marginal resources and staff. With the anticipated restoration of some classified staffing in 1986-87, the task should be easier.

A comprehensive electrical conservation analysis was completed this year. This energy audit was conducted by the Los Angeles Department of Water and Power in cooperation with Physical Plant personnel. The report indicated

areas of high energy consumption and recommended specific corrective measures to reduce overall costs and to use energy more effectively. Areas are divided into the three categories of lighting, air-conditioning/ventilation, and miscellaneous. Some recommendations have already been implemented. Incandescent lamps were replaced with fluorescent lamps, and energy efficient lamps or tubes were installed where needed. Also, replacement of all asbestos insulation in the high pressure steam distribution tunnel was completed, and exposed piping was insulated with safe materials. This has reduced heat loss, thus conserving energy while eliminating a serious health hazard. Other recommendations will be carried out in the future. The energy report will continue to guide the College in conserving and managing energy resources.

Business Office. Because of limited personnel, complete operation manuals for the Payroll, Personnel and Business Office were not completed as planned. However, certain procedures were reviewed and rewritten. The Payroll Unit trained and prepared for going "On-line" with time reporting beginning June 30, 1986.

Budget. The College Budget Committee met a number of times for information briefings by the president, and to make recommendations on problem areas. The composition of the Committee represented major segments of the College. Budget considerations mainly dealt with equitable distributions of painfully restricted Component I allocations.

Security and Safety. In 1985-86 the scope of security and safety services offered actually increased. A successful court referral program resulted in over 12,000 hours of volunteer service to many departments on campus. The joint effort with the Learning Resource Center resulted in over 300 books being returned and $1,000 in fine money recovered. Physical Plant and Associated Students joined to implement the profitable installation of parking meters on Monroe Street.

The crime picture continued to improve. Of the four largest colleges in the District, City ranked last in number of incidents of crime on campus. The staff was able to double the number of citations written and increase the amount of service offered to the students and staff. The Student Intern Program has maintained an outstanding rapport with staff and students. The Police Office remained visible to the community in assisting the Neighborhood Watch Program sponsored by Rampart Division of the Los Angeles Police Department.

Staff Relations. The College pursued an ongoing effort to foster good staff relatioins and high morale during the 1985-86 year, but outside events at the District and State levels overwhelmed college attempts. Fiscal stability and a strong recovery could not be attained. There were

decreases in the College's workforce in all seven of the District's established Equal Employment Opportunity (EEO) occupational categories. Remaining unmet goals are predominantly for Hispanics.

Staff Development. Over 150 faculty, representing every department, attended numerous meetings and workshops in their respective fields. Representatives from counseling, classified and management staffs also attended workshops and seminars throughout the year.

SUMMARY

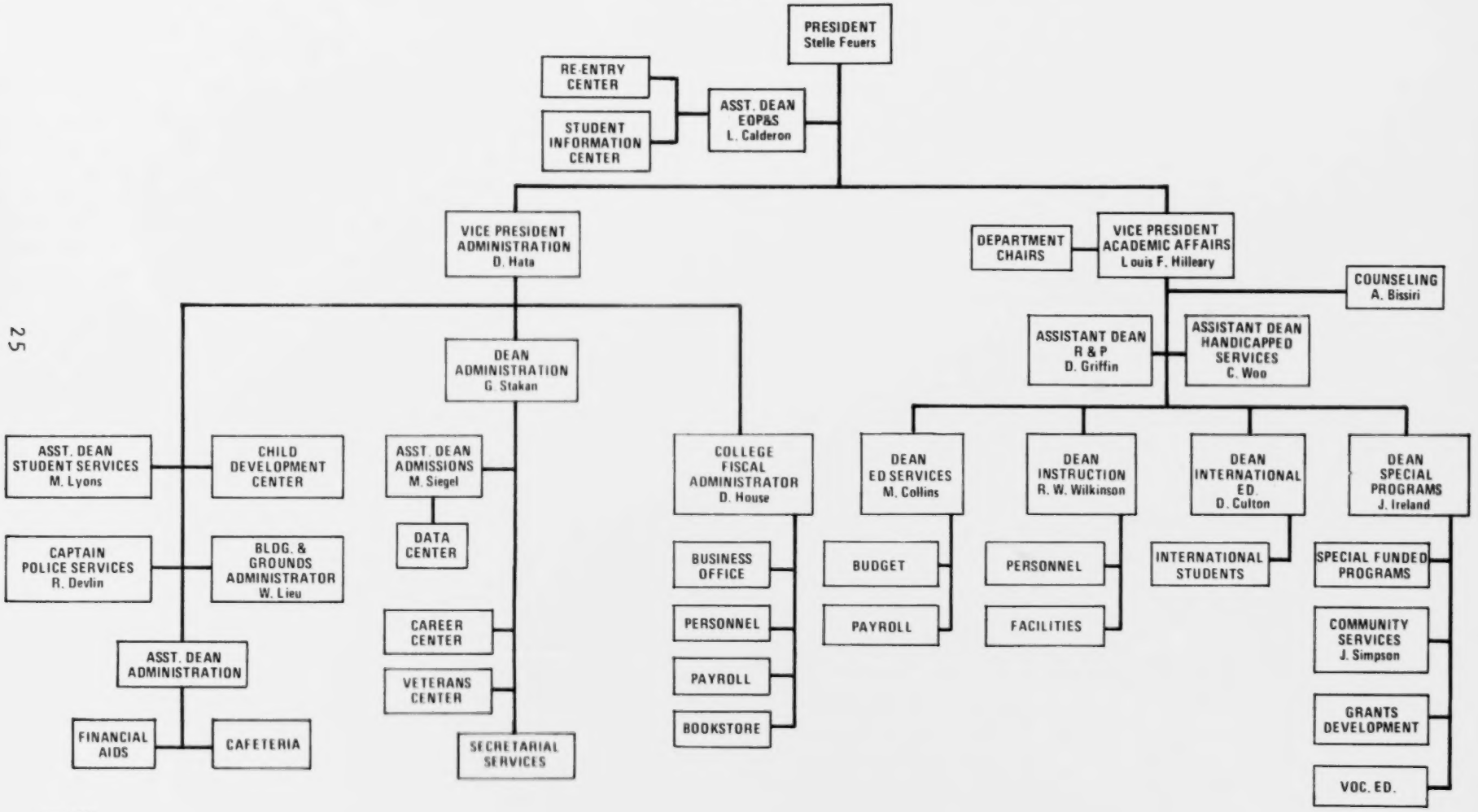
Over 80% of the students enrolled at Los Angeles City College come from the North Central and South Central geographic areas of Los Angeles. The population of over a million persons in this "community" is multi-ethnic, multi-linguistic, low-income, and predominately older than 35 years of age. Hispanics and Asians have been increasing and blacks and whites decreasing. Only 28% of the residents 18 years of age or older have 12 years of schooling or the equivalent of a high school education, and 42% have less.

In general, the College's student body reflects the above characteristics. Analysis shows, however, that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Armenians, Croatians, and Islamic peoples. "Asians" include Japanese, Korean, Filipino, Vietnamese, Thai and both Mandarin and Cantonese Chinese peoples. Among more than 3,700 Asian students, 27% of the college's enrollment, are native speakers of many Asian languages and dialects. It is not surprising, therefore, that nearly half of all entering students tested in 1985-86, over 8,000, selected the ESL form of the College Placement Examination. Understanding this phenomenon continues to be crucial to the development of instructional programs and services.

The decline in collegewide enrollment from Fall 1984 to Fall 1985 continues to show a generally even distribution across the curriculum. The College Placement Examination program, using either ENL or ESL tests, has expanded to provide entry level scores for a number of disciplines and programs in addition to English. Diagnostic testing prior to enrollment, accurate placement and remediation when needed, and the pairing of academic courses with appropriate skills courses have all been integrated into instructional and advisory programs. These efforts continue to promote the academic success of students, raise academic standards and support individual incentives to achieve educational goals. Students are defining their goals with more precision. English, business, mathematics and music programs which serve both transfer and occupational curricula continue very strong. The health professions group has maintained overall steady enrollment, and job placement rates among graduates were high. Enrollment in the College's large ESL program was almost equally divided between transferable and developmental/prerequisite courses.

All instructional and support services continue to feel the adverse effect of reductions in personnel and resources. Several instructional departments which depend heavily on hourly instructors experienced declines in WSCH when cuts in the hourly budget led to cancellation of classes, some of which were five-unit offerings. Further, severe reductions in staffing levels continue to have a drastic impact on productivity levels in the Admissions Office. Reductions in maintenance and staff have resulted in long delays for other than emergency requests, and reductions in custodial staff would have resulted in an unacceptable level of cleanliness throughout the campus had it not been for a court referral program and volunteers. The loss of key clerical support in administrative offices have meant long delays in meeting some deadlines in a year when an early calendar, combined with budget uncertainties, imposed short lead time for such activities as class schedule preparation and personnel processing. College staff continued to respond to changing conditions in creative ways, striving for greater efficiency and effectiveness within the limits of fiscal and personnel resources.

ORGANIZATION CHART
Los Angeles City College
1985-86



June 1986

EAST LOS ANGELES COLLEGE

THE COLLEGE

Community Served by the College

The service area of East Los Angeles College (ELAC) includes all or part of 16 cities: Alhambra, Bell, Bell Gardens, Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Monterey Park, Rosemead, San Gabriel, South Gate, Vernon, and Walnut Park. This year, the surrounding community showed evidence of demographic stabilization in contrast with the rapid ethnic transition which has occurred over the past several years. Monterey Park and the other communities to the north have become a major and well established Asian-American population center, especially for persons of Chinese origin. The large Hispanic population center to the east, south, and west continues to have a significant influence in the shape and direction of college programs and priorities.

Fall 1985 enrollment data reflects a college student body which is 20.3% Asian, 4.3% black, 63.1% Hispanic, 9.6% white, and 2.6% other or undeclared.

Industrial and commercial development in the area is progressing steadily. A major shopping mall opened for business in Montebello this past year. Businesses are moving into new commerce centers both east and west of the campus, changing what was for years a suburban, low-income residential neighborhood. A new affluence is gradually appearing, especially in portions of Montebello and Monterey Park.

Mission and Functions

The mission of East Los Angeles College is to provide a comprehensive postsecondary educational program and a student support system relevant to the needs of a heterogenous population and to encourage individual students to reach their highest potential.

Functions include curricula for lower division transfer, general and vocational education leading to the associate degree, adult basic skills, continuing education, guidance, and community services.

College Goals

In order to implement its mission and functions, the College will:

1. provide an effective university transfer program;
2. provide an effective vocational education program;
3. explore and provide innovative ways of enhancing the instructional programs;

4. provide effective student services;
5. maintain the intellectual and physical environment of the College in ways that will enhance the achievement of students, faculty, and staff;
6. offer continuous programs of professional growth and development for College faculty and staff;
7. provide educational, cultural, and recreational programs which serve community needs;
8. provide an effective continuing education program; and
9. develop management and decision-making systems which are goal-oriented and which provide for participation by the campus community.

College Organization

Organizational changes took place in personnel more than in structure. Dr. Raul Cardoza was named Vice President of Academic Affairs, effective January 1, 1986. The Vice President of Administrative Services position was filled by a permanent Vice President, Dr. Frank Alderete, effective July 1, 1986. A new person on campus, Dr. James McCord, has come from Los Angeles Southwest College to assume responsibility for the administration of Vocational Education, as Assistant Dean. He replaced Maria Elena Martinez, who became the Assistant Dean of Admissions and Registration. Ms. Stanley Viltz left that position to become a dean at Southwest College. Hilario Rozadilla joined the Academic Affairs administrative staff as Assistant Dean, coming from the area of student services. Dr. Roberto Almanza has been named Dean of Administrative Services with specific concern for development and recruitment. He also serves as chairperson for the Accreditation Steering Committee. A vacancy presently exists in the area of administration for student activities.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

This was a year of increased program development with the initiation of a Transfer Center, the re-establishment of the Learning Center, planning and implementation of instructional projects including PUENTE (English), Program for Adult College Education (PACE), Honors, and a two-plus-two program (high school/college articulated curriculum in drafting). Program development continues in the area of Computer Aided Drafting and Design (CAD) for both Engineering Technology and Architecture.

English and mathematics account for nearly 20% of the College's entire WSCH. Mathematics grew by less than 1% and English diminished by only .5% from last year, whereas the college-wide change during the same period was a reduction of 7%. Other medium-sized disciplines experienced significant increases: architecture, 19%; real estate, 36%; and supervision/-management, 51%. Many of the medium-sized disciplines which experienced greater than average declines between 1985 and 1986 are expected to

increase during 1986-87 because of curricular and scheduling changes and new equipment. These include office administration, business data processing, health, art, music, photography, and Spanish. On the basis of these data it is reasonable to expect a modest increase in enrollment at ELAC for Fall 1986 in comparison with Fall 1985.

Transfer. East Los Angeles College was one of 17 Transfer Centers funded by the Office of the State Chancellor. An attractive office was opened, conveniently adjacent to both Counseling and the Admissions Office. The Center drew attention to transfer as an important goal for students, and provided for on-campus visits from university representatives, visits to universities, and special transfer-centered activities.

A liberal arts major has been added to the ELAC catalog as a result of the efforts of the College's Curriculum Committee. The addition of this major clarifies the requirements under the district's Graduation Plan A for 18 units in a major. Students may qualify for the major by choosing transfer course work which satisfies lower division requirements of a "receiving" institution, allowing for courses from related disciplines to count as part of a designated major.

Members of the English Department worked on the development of the PUENTE Project, PACE, the Honors Program, and the Pacific Rim Program. The English chairperson, Sheila Goldstein, initiated a proposal and set up a Language Arts Advisory Committee to classify various English, reading improvement and English as a second language (ESL) classes offered by the English and Psychology Departments and the Advancement Studies Institute (ASI). A grid was developed to identify ESL courses for the instructional and counseling departments. An experimental five-unit English 1 preparatory course was offered during the fall and spring semesters and has been subsequently incorporated as a regular course offering within the Department.

The English Department held a special open house at the end of the spring semester to encourage enrollment in English classes next fall. Students were encouraged to "bring a friend" to special orientation sessions held throughout the day. Refreshments were served and faculty met informally with the students and prospective students to answer their questions.

The Art Department has suffered a large decline in enrollment over the past three years, 65% between Fall 1982 and Fall 1985. Yet the Department has shown exemplary resilience. It sponsored a week-long "Arts Festival 1986", which may become an annual all-college event. Art instructors recruited representatives from music, theater arts, photography, architecture, and dance to accomplish this effort. They have refined their course offerings to attract the largest possible enrollment, given a 50% reduction in FTE teaching staff over the past four years.

The Department has taken renewed interest in the events surrounding the Vincent Price Gallery and has been the prime mover in the development of campus-wide visual art functions. It also developed an interdepartmental

recruitment procedure in conjunction with EOP&S. Art Department staff have participated in several computer graphics workshops and the recent "Writing Across the Curriculum" workshop. Goals of the Department include a computer graphics program, reestablishment of art classes taught by hourly-rate instructors, sponsorship of an Arts Festival, curriculum guides for students and a High School Art Faculty Show in Fall 1986.

The Women's Physical Education Department reported that their successful dance program has been reduced by approximately 85% from 1982, when the department offered 31 dance classes. Since dance is classified as physical education, its instructors were subject to layoffs, and the College could not control the process of determining which staff members would remain with the College in Fall 1986. It appears that only one dance instructor will remain at ELAC. The Department still felt the effects of Sacramento's 1983 "hit list" which curtailed some of their offerings. Of the four 1985-86 sports (cross country, track and field, volleyball and basketball), both track and field and cross country finished first in the league and placed in the nationals. Dr. Sharron Deny, Department chairperson, indicated that ELAC will have a permanent Archery facility built on its campus by Easton Sports Development Foundation.

The Health Careers Opportunity Program (HCOP) has been funded for the past six years by the United States Department of Health and Human Services Division of Health Professions. Unless refunded by special legislative intervention, the program will wind down this coming September. Under this program, 87 disadvantaged ELAC students have transferred to universities, and 80% of them have entered preparatory curricula for health professional schools. Of the program's previous instructional assistants and tutors, five are now medical doctors, nine are in medical schools, and three are in Ph.D. Pharmacy programs. Of the 151 high school seniors who have actively participated in HCOP over the past five years, 143 (95%) have entered a college or university. Thirty-five participants attended summer enrichment programs at medical schools.

Vocational. Business data processing (BDP) has suffered a reduction in WSCH of 50% in the last two years. A rapid rise in enrollment during prior years can be attributed to the concentration of advanced BDP training at the L.A. Civic Center and the assignment of two full-time lab technician staff members on campus. Later, one of them entered full-time teaching, leaving the lab with only one technician. Enrollment increased but the number of computer work stations and support technical staff remained the same. Meanwhile, the computer terminals have become obsolete. The College is clearly in need of more up-to-date equipment and training for the technical support staff. The first micro-computer lab was put in operation a year ago, but it has only 26 teaching stations. Changes underway in both staff and equipment areas should be followed by another increase in enrollment. A strong demand for data processing education is likely to continue for several years to come.

After a rapid decline through Fall 1983, office administration increased by 4% in the Fall 1984, concurrent with the announced opening of a 16 station Word Processing Lab. But the number of terminals proved inadequate. The negative impact of the small number of teaching stations, delays in getting the lab started and subsequent equipment failures resulted in a loss of WSCH of 19% in Fall 1985. The traditional Office Administration Program, with emphasis upon typewriters, was in need of technological upgrading. When the Word Processing Lab is doubled in capacity and other changes are made in the traditional offerings, a turnaround may be realized by this large department.

Prior to the move of the Sheriff's Academy to Whittier, the Administration of Justice and Fire Technology programs had a combined WSCH of 8,459 in Fall 1981, plus nearly 1,000 WSCH in cooperative education. By Fall 1985, that WSCH had dropped to 1,974, a reduction of approximately 80%. The Department hopes to regain some of the lost enrollment by limiting its offerings to emphasize the more popular courses. Department staff also plan to establish a foothold in the Los Angeles Police Academy and set up specialized classes for fire department personnel.

The Engineering Department has been planning for the past several years to enhance its Engineering Technician Program capabilities with the addition of a CAD laboratory. A start in this direction was made two years ago with the acquisition of two CAD micro-computers. But connective hardware, was not ordered, and subsequent attempts to obtain the $900 worth of equipment met with unexplained failure. Meanwhile, occupational drafting students are migrating to other nearby colleges such as Rio Hondo and Compton. The Department hopes that current efforts result in the establishment of a viable CAD lab at East.

Accomplishments of the Family and Consumer Studies (FCS) Department included a grant of $15,000 from the state Foster Care Program Fund. Curriculum enhancements included approval of three new courses: Child Development (CD) 36, Children's Literature; CD 46, Programs for School Age Children; and an experimental course, Parent Education for Foster Parents. Modularization was developed for FCS 1 and 2, and CD 11, 14, 15, and 30. Department goals for 1986-87 include a grant for work with single parent homemakers, use of a video camera for instruction and a major recruitment and assessment program. Two advisory meetings are to be scheduled.

Electron Microscopy students, in conjunction with Chicanos for Creative Medicine (CCM), have participated in a "Research Participation Training" project, involving actual research techniques, and have been given guidance to prepare for the National Certification Exam of the Electron Microscopy Society of America (EMSA). Two papers on induced toxicity and high fat diets, written by students, have been accepted for publication and will be presented at the National Annual EMSA meeting this summer in Albuquerque.

The Electron Microscopy Laboratory received a gift of an Hitachi H5-8 Transmission Electron Microscope from the V.A. Wadsworth Medical Center. Transportation and installation, normally costing as much as $8,000, was facilitated at no additional cost to the District by the generous efforts of Dr. Sam Poolsawat, Carlos Huerta, and Dick Pothier.

One ELAC student of Electron Microscopy, Ali Anaim, will serve this summer as a teaching assistant for Professor Robert Van Barskiak at Harvard University's Cell Biology Laboratory. Curtis Yamamoto, a Respiratory Therapy Program graduate, was selected Employee of the Ouarter at Huntington Memorial Hospital. Carlos Munoz, Respiratory Therapy student, was awarded a scholarship by the Los Angeles Chapter of the California Society for Respiratory Care. Students Mary Galvan and Cathy Alexander participated in the enrichment program for Robert Hill Lane Elementary students, and an article on their activities will be published in a state respiratory care journal in June.

The Journalism Department managed to publish Campus News on a weekly basis despite the fact that funding for 1985-86 was 30% of 1978, discounting inflation. The Department purchased computerized typesetting equipment without district or governmental funding or assistance. Of necessity, ELAC was one of the first two community colleges in the state to enter desktop publishing (the other was Long Beach). This was accomplished within a few months after delivery of the Laserwriter printer. With no lead time and no training for the teachers, the weekly paper began publication in August 1985.

Alumni accomplishments brought honor to the college. Jesus Sanchez and Steve Padilla became reporters for the Dallas Times Herald and the San Diego Union, respectively, and Joe Blackstock is now editor of the San Gabriel Valley Tribune. Della Rosales became public information officer for publication with California State University, Long Beach, and Mario Villafuerte is a photographer with the Austin American Statesman. Liz Tarnove was appointed Assistant Professor of Journalism at Cal Poly, Pomona, and Phil Ortiz, former Campus News cartoonist, is an animator for Saturday morning cartoons.

Developmental. The High School Enrichment Program, offering non-credit, average daily attendance (ADA) generating math instruction to high school students, has grown to an enrollment of over two hundred. Most program graduates went on to four-year schools; others continued their education at ELAC.

The Advanced Studies Institute (ASI) was relocated to spacious air-conditioned rooms adjacent to Financial Aid. The Program offered computer-assisted instruction in memory skills, writing, vocabulary building, and grammar. Advisement was given to students in Spanish and

major Asian languages. The Program met its goal of serving 300 students in 1985-86. Although ASI participants and graduates made up only 3% of College enrollment, they accounted for 10% of students on the College honor rolls, and 10% of those earning associate degrees.

Future developmental activities will include College participation in the PUENTE project. Originally begun in 1982 in conjunction with the Bay Area Writing Project, PUENTE has grown to include five northern and five southern California colleges, including ELAC. The project is a joint effort of an English teacher, a Mexican-American counselor, and Hispanic professionals who are selected to match academic and career interests of the participating students. The project has a record of improving the writing skills of Hispanic students to a statistically significant degree.

Faculty Achievements and Development. Perhaps the outstanding achievement by a faculty member on our campus was the recognition of Dr. Carcy L. Chan by the Chemical Manufacturers Association. She was declared the outstanding teacher of chemistry in the community colleges of the nation, and was given a gold medallion, presented by Robert Jirsa of the Chemical Industrial Council of California at the commencement ceremonies. On campus the president held a special reception for Dr. Chan attended by many of her colleagues and friends, where she was praised by Dr. Costello Brown and Dr. Lloyd Ferguson of California State University, Los Angeles (CSULA). Dr. Chan has served for four years as director of the expanded Minority Biomedical Research Program (MBRS), the only research program of its kind in the State of California. This year she was invited to attend an international conference in Budapest, where she read a paper on her research in oncology.

English Department instructors Hannah Ackerman, Sumio Matsuda, and Carol Lem had their poems published in the spring issue of Poetry L.A. Hannah Ackerman attended a conference/seminar on the topic of "Technology for English", and is currently working on a joint proposal with the Office Administration Department which would set up a program combining word processing skills with English composition skills. Rose Najar was a member of a committee which wrote a new textbook, In Charge, for the pre-English 1 student, published by Harcourt Brace Jovanovich. Together with Eddy Estrada of the Counseling Department, she attended a two-week conference at U.C. Berkeley designed for staff participants of PUENTE projects. Carol Lem will be joining the PUENTE project this coming fall. She is attending another two-week workshop at Berkeley in preparation for this activity. Susanne Spangler attended the CATESOL (California Teachers of English as a Second Language) conference. She serves as the ELAC representative to the District ESL Committee. Richard Beltran served as an advisor to the Central American Forum held on campus this past May.

Maria Elena Yepes-Sauceda has compiled a special bibliography of children's literature. Robert Hill Lane Elementary School is starting a children's literature program called "Reading Through the Classics" based on Mrs. Yepes-Sauceda's bibliography and pedagogical suggestions. The L.A. Unified School District's Instructional Programs Office has requested a copy of the bibliography. Mrs. Yepes-Sauceda also did an English into Spanish translation of a fifty-pave manual of guidelines for housekeeping for Carter Hawley Hale.

The Allied Sciences and Life Sciences staff and students received numerous awards and were extremely busy in noteworthy pursuits. Mr. Vincent Perez received the CCM Outstanding Teacher Award. Anne Fascio, Respiratory Therapy instructor, was elected Vice President of the California Society for Respiratory Care (CSRC), Los Angeles Chapter. Michael Thompson served as President of the same CSRC chapter. Anne Fascio received the CSRC President's Award for Outstanding Service. Paul Powers received a life membership in CSRC and has been nominated for life membership in the American Association for Respiratory Care. Michael Thompson has been nominated as President Elect of CSRC. He was also appointed to a State Chancellor's Office task force on Respiratory Therapy curricula.

Pat Donnelly published a Laboratory Manual of Human Anatomy, to be published by Harper and Row. Dr. George A. Wistreich published A Laboratory Manual of Human Physiology with Clinical Applications, also with Harper and Row. Dr. Wistreich also presented "The Plague of the Eighties, AIDS, You are There", at the 5th Annual California Symposium for Respiratory Therapy Care. He also published twelve book reviews in the Journal of Science Teaching and the American Society for Microbiologists.

Family and Consumer Studies co-chairperson Renee Martinez, maintained active involvement in her field by attending a legislative symposium in Sacramento, the AMEA Conference in the City of Industry, a CELA Vendors Conference, a Foster Parents Training Program in Anaheim, and advisory committee meetings for the Foster Parents program in Belvedere, East Los Angeles and Santa Fe Springs. She also attended a Tri-County Early Childhood Education (ECE) Conference in San Diego and a California Association for the Education of Young Children (CAEYC) conference in Anaheim. In addition to membership in numerous associations related to Family and Consumer Studies, Renee serves as a member of the Mayor's Childcare Advisory Committee.

Chris Peralta attended five major association conferences. She maintains active participation in eleven committees and associations. Chris was featured as the Outstanding Hispanic in Early Childhood Education in a cover story of the Mexican American Opportunity Foundation (MAOF) News (a journal). Ms. Peralta's active participation in her field was evidenced by her presentations in Advocates for Language Learning, the Association of Mexican American Educators State Conference, the State Department of Education Child Development Division conference, the March of Dimes Parent Educator Program, Early Childhood Curriculum workshops at Sepulveda Junior High and Magnolia Avenue Schools, and Project Self-Sufficiency workshops.

Dorothy Dixon completed a nutrition course and update at Chapman College. She is a member of the CSULA Home Economics Advisory Committee and attends monthly Tri-Counties Home Economics Consortium meetings. Dorothy participated in a NIA Christmas Parade, presented a workshop on nutrition for the Foster Parents program and was a presenter on the topic of Finances, Budgeting, and Time Management for Project Self-Sufficiency.

Library and Learning Resource Centers (LRC). During 1985-86, the Library became host to some forty-six different groups who meet in the various conference rooms on a regular basis during the course of the academic year. It also provided classroom settings for the newly developed PACE Program, and offered guided tours and instruction in research techniques for concurrently enrolled students from Garfield and Roosevelt High Schools.

The limitation of librarian positions to three full-time equivalent (FTE) burdened all librarians with excessive workloads. In addition, the library suffered an unprecedented loss in para-professional and clerical staff, and received only a few student employees. The security system needs additional features to become fully effective.

Nevertheless, the library staff is continually gratified when returning graduates tell them that the one-to-one relationship with a librarian at ELAC provided a unique kind of tutorial support which enriched their educational experience.

In 1985-86, ELAC finally reopened its Learning Center. Utilizing space in the old library formerly occupied by the Olympic Games' Regional Personnel Office, the Center "hit the ground running." A new director, Phyllis Cunningham, transferred from another LACCD college and began a program of tutoring and academic skill development through the use of one-to-one and group tutoring, workshops, and self-paced learning modules. She accomplished this with the help of an advisory group representing several departments.

The Center was open from 8:00 a.m. to 9:30 p.m. Monday through Thursday, and from 8:00 a.m. to 4:30 p.m. on Fridays. Eventually, hours should expand to include Friday evenings and weekends. This will require a commitment of College funds to hire the teachers, tutors, and staff aides necessary to make that possible. The Center is developing a strong working relationship with instructional departments, other campus offices, and newly developing programs.

Student Services

Admissions and records. Personnel shortages have continued to hamper the otherwise well-functioning unit that comprises Admissions, Records and Registration. Three different administrators performed the functions of Ad-

missions Officer during the year; this placed undue responsibilities on the principal clerk. Staff from other college offices were requested to assist during the registration period, and work accumulated on their desks during their absence from regular duties. Regular admissions staff spent countless hours training these temporary workers. This situation was aggravated by the lack of an evening supervising clerk, who usually acts as supervisor and trainer of registration staff.

Students who were not able to pay enrollment fees upon registration were nonetheless allowed to register; the deadline for payment was extended until later in the registration period. This allowed many low-income students to enroll at ELAC who would not otherwise have been able to do so.

The removal of "temporary" cubicles from the hallway at the service window area restored the roominess and light necessary for heavy traffic. Work on the installation of an elevator in the Student Center caused spring registration activities to be moved to Administration Building offices and hallways. Despite the resulting crowds, the cooperation of all offices in the building allowed for a successful registration. Lack of personnel precluded fast transcript issuance for students with pressing needs. To ascertain student commitment a special fast-service fee was established, but demands far exceeded the availability of staff and the service was discontinued.

Counseling and services to special clienteles. A permanent location was established for the ACCESS Testing Program. The College renewed its active participation in the Program with increased emphasis upon early testing at both high schools and at ELAC. ACCESS tests remained a regular part of the registration process.

Counseling staff participated in the initiation of the PUENTE project, PACE, Honors, and the High School Concurrent Enrollment Program. Arrangements have been made to increase counselor participation in the Transfer Center.

The Counseling Department should increase its use of ACCESS tools, and will be involved in training staff to use the soon-to-be installed ACCESS PC and laser printer. The Department has been working closely with Admissions, to coordinate registration dates with counselor availability.

Extended Opportunity Programs and Services (EOP&S) received an allocation of $414,771 in 1985-86 to provide special services to those students who were found to be eligible under the program guidelines (Title V).

Outreach and recruitment are major functions of EOP&S. High school college advisors were contacted by telephone, letters, and in person to arrange for college and EOP&S presentations at college service area high schools. These included Roosevelt, Garfield, Bell High, South Gate, South Gate Adult, Live Oak Adult, Alhambra, Alhambra Continuation, San Gabriel,

Lincoln, Montebello, Montebellow Adult, Salesian, Cathedral, Schurr, Mark Keppel, and Vail. Recruitment teams were present during all high school career days. Over a thousand potential EOP&S students were contacted. A total of 8,330 students visited at the EOP&S office front counter. Catalogs and class schedules were distributed to all service area libraries and appropriate agencies. Counseling, tutorial help and assistance with obtaining student grants were other important activities of EOP&S. This year, the Program's recruitment efforts were coordinated with the Counseling Department's College Recruitment Team. The Admissions Office was supported by student workers from the Program, and EOP&S staff helped during key workload times. In the spring semester, program students worked in both the College Fiscal and Plant Facilities offices.

This year, the number of handicapped services participants at ELAC declined to 261 from over 300 last year. A continuation of TRIO (federal) funding provided for instruction in two learning disabled classes. The office acquired a new electric cart, a typewriter and a copy machine. The Paul Sandoval Memorial Fund provided $650 in scholarship awards to eight students.

Construction of an elevator for the cafeteria began this year, and efforts continued to provide access to all "temporary bungalows," which have become a permanent part of the campus. One unfilled goal is to add a full-time Learning Disabled Specialist to the staff.

The program's administrator, Joe Najar, was appointed to serve as a member of the State Chancellor's Program Evaluation Project.

Financial Aid. Major accomplishments this year were an 18% increase in the Pell Grant Program and 17% increase in the utilization of College Work Study funds. These increases represented $260,787 new dollars which increased the total funds disbursed to $1,146,316, a 41% increase over 1984-85. The average turnaround time for processing Financial Aid applications was reduced from 40 to 33 days.

Financial Aid goals for 1986-87 are to increase both the number of students served and funds disbursed by at least 15%. It is also a goal of the office to reduce the turnaround time in all Financial Aid Programs.

The LACCD has decentralized the Financial Aid Office and returned full control to the campuses for school year 1986-87. At present, the Financial Aid Office is staffed with eight full-time employees.

Special services. The Campus Child Development Center provided child care services for approximately 120 families each semester, allowing student parents to take an average of 9 units. Students indicated that they would take 7.8 fewer units without the Center's availability.

Lack of sufficient resources kept the Center from providing a comprehensive food program. The District did not renew the Child Care Food Program contract. The Center has arranged for International Institute to provide a food program in 1986-87. Clerical support was unsatisfactory, as financial constraints prevented the filling of a clerk-typist position.

The Center implemented a parent participation program designed to increase parent involvement in school activities, and opened an early childhood education resource room. Michael Simone, Center Director, presented "Measures of Effectiveness" at the Department of Education, Child Development Division 1986 Annual Conference. He also served on the local Head Start Board of Directors.

In the absence of an office of student job placement, the College has been providing limited but efficient service to students by posting job announcements. A member of the clerical staff, housed in the Student Center, receives job offers by phone or by mail. The need remains for a staffed job placement office that can not only display job offers but render guidance and search for jobs.

Tutorial services were provided in connection with several campus offices. EOP&S, Upward Bound, ASI, and VEA are categorical programs which provide tutoring. The Learning Center, projected as the primary locus of this activity, has recently re-opened and the college community anticipates that tutoring will be a major contribution of the Center. A class has been developed which provides for ADA funding for both tutors and tutees, and it is expected that this revenue will provide for a fully-staffed Center.

Student activities. The Office of Student Activities again brought pride to the College when the ELAC Student Body President was named the District's Student Trustee.

The position of administrator for Student Activities was vacated during the year and a permanent replacement is yet to be named. The Student Center is undergoing changes with construction underway on an elevator. Because of staff reductions and the construction activity, the Center was closed toward the end of the year. It is hoped that conditions will allow the Center to reopen early in the fall 1986 semester.

Community Services

Non-credit classes. There was an overwhelming response to non-credit ADA-generating classes in ESL and citizenship, which were offered in two of the sessions conducted by Community Services. Other rewarding activities in program changes for the year included a continued effort to remain self-supporting, and installation of a new card filing system and a cash register for registration use. This year brought a change in the class schedule from brochure to tabloid form. Recreation classes recorded the highest enrollment and income to date, particularly from swimming and gymnastics classes. With the addition of new classes, atten-

dance in the already successful recreation program coninues to rise--all due to the efforts of Recreation Director Jeanie McCoy. The Traffic Violator School has grown steadily with full or near-capacity classes every Saturday and on Wednesdays and Thursdays on a monthly basis. Another well received area of continued growth was the "Cursos en Espanol" (Classes in Spanish), which included photography, video, cinema and typing.

Community Services enrollment remains stable, but finding adequate classrooms for its classes is not always possible. A table of contents and classroom map should be added to the new schedule.

The program supervisor, the bookkeeper and an intermediate clerk-steno were paid through the College's general fund; the supervisor position was not filled on a permanent basis. The introduction of the District-implemented $2 per class enrollment fee had an impact on participation during the Spring and Pre-Summer Sessions. Enrollments declined from 3,093 last year to 2,632 in the Spring (when the $2 fee was implemented at East) and from 2,055 to 1,065 in the Pre-Summer session.

Special Events. The Chicano Studies Department sponsored a three-day Forum on Central America, involving distinguished scholars from several universities, and attracting approximately 300 forum participants.

The Family and Consumer Studies Department conducted "Project Self-Sufficiency" workshops for 63 participants in conjunction with Chicana Action Center Workshop activities, which included the play, "Teatro de Carino", about children, families and the prevention of sexual abuse. A series of workshops was also presented for the City of Commerce Department of Parks and Recreation. A picnic was sponsored in honor of American Indian and Hispanic Foster Parents.

Vincent Price Gallery. The Gallery had an especially noteworthy year. Significant additions to the permanent collection were received from Vincent Price, Mary Grant Price, Bernard Lewin, Graham Nash, June Smith, and the Heritage Gallery. These gifts included over 100 works of art. Art Professor June Smith's gift of an original, signed Edward Weston photograph was significant both for its intrinsic value and as a testament to faculty support of the gallery.

For the first time, the Gallery was listed in the "Art Museums and Galleries" section of the Los Angeles Chamber of Commerce's Cultural Resources of the Los Angeles Area. It is a distinct honor to be the only community college gallery named as one of the 28 most important Art Museums and Galleries in the Los Angeles area.

The big event of the year was the May 1st Tribute to Vincent Price, organized as a fund raiser and completely filling the Century Ballroom of the Century Plaza Hotel. Tribute was paid to honorees Vincent Price,

friends of the gallery Elizabeth Snyder and Bernard Lewin, and special guests Maestro and Senora Rufino Tamayo. Master of ceremonies was Frank Cruz and former Art Department student television news anchorman. Another former student of Gallery Director Tom Silliman flew in from Florida especially for the event: Edward James Olmos, Emmy Award-winning actor of "Miami Vice" and "Zoot Suit" fame. Mr. Olmos told the guests that he credited Mr. Silliman's class as his greatest source of encouragement to seek a career in the arts.

Planning, Research and Development

Major activities in the area of planning, research and development were confined to the continued strengthening of on-going projects and preparation for the Accreditation Self-Study visit, previously set for Spring 1986 but subsequently remanded to Spring 1987.

District-wide monetary difficulties that compelled faculty and staff layoffs brought on a depression in morale and a temporary halt to the accreditation process.

Since the College's service area had undergone rapid demographic change, the US Census Bureau conducted an off-year enumeration to which the College contributed data.

Long-range planning. In an effort to initiate discussion about planning on the campus, the Vice President of Academic Affairs had meetings with department chairpersons on an informal basis to discuss the importance of strategic planning, to disseminate and review references like Megatrends and Academic Strategy, and to view Keller's video taped presentation at the American Association of Community Colleges (AACC) annual meeting. This year, planning was discussed only with department chairs. It is now time to involve both classified staff and administrators.

The master planning process at East is being designed to follow the master calendar and planning guidelines developed for all of the District's colleges. Participation by college staff members is essential. The accreditation team will seek evidence that staff take an active role in college planning.

The formal planning will be implemented in four stages. The first will be to "plan to plan". An administrative committee will determine this process, and oversee planning activities and outcomes. The second stage will be an evaluation of the environment and of the functional components of the college. Task forces will be organized around topics such as needs assessment, enrollment trends, program review, support services, student services, and college-wide support services. In the third stage, the oversight committee will synthesize the results of the task force outcomes and circulate their findings among faculty and staff. The end of this

stage will see the development of short-and long-term planning objectives for each functional area of the College. The final stage will be a summary report, to include planning objectives and directions for each functional area, and a review of those services that are in need of expansion, modification, reduction, deletion, or transfer to another of the District's colleges.

Special fund development. The Foundation for East Los Angeles College continued to solicit support in the form of scholarships, equipment, instructional funds, and special services. Areas helped included the sciences, the Transfer Center, the Vincent Price Art Gallery, the English and mathematics departments and the library. The Math Department was particularly fortunate to receive $40,000 from the Arco Foundation. The Foundation is searching for a new director to fill the vacancy left by Fernando Guzman this past spring; an accountant remains sure that grants and disbursements are in order. The president has taken on many of the responsibilities of the absent director and has made requests for funds to corporations and individuals.

Accreditation As mentioned above, this year the College was involved in the preparation of the accreditation self study report, which was to be presented to the Accrediting Commission in Spring 1986. At the beginning of 1986, it was realized that the self-study would not be completed as scheduled and a one-year postponement was granted. The self-study, usually a product of intense cooperation between the different sectors of the college community, was begun under the direction of co-chairs (one administrator and one faculty member). Each of the separate chapters, or "Standards", were similarly organized. Layoffs of classified personnel and the anticipation of possible faculty layoffs stymied the progress of the accreditation report, the faculty co-chair of the Steering Committee received notice of possible layoff and thereupon resigned from further participation, an example followed by others similarly affected and by yet others in sympathy. Despite these problems, work on the report continued, and it is anticipated that a satisfactory report will be ready for review by the various college units in time for publication and distribution to the visiting team.

Community Relations and Marketing

Public information and student recruitment. With the assistance of a member of the District Office of Public Information, the College was able to place numerous public service announcements, articles, and advertisements in the newspapers and on radio. The Recruitment Committee devised a "Visitation Team" concept that gave very satisfactory results: feeder high schools were better able to schedule visits by ELAC staff because of the College's concerted visitation efforts.

The English Department's hosting of an open house and the college-wide Arts Festival are cited elsewhere in this report and are exemplary of the many departmentally-based public relations efforts.

In conjunction with several visitations to high school "Career Days" and other festive occasions, the College prepared display materials (booths, literature racks, etc.) which allowed ELAC to compete better at such events. A student recruitment slide presentation was developed for use at a variety of events, and plans are to revise and edit the material into a video format and make copies for use by departments and visiting teams.

Articulation with schools and colleges. East Los Angeles College met with superintendents and staffs of Alhambra and Montebello Unified School Districts to improve the articulation between those districts and the college. Nearly two-thirds of ELAC students come from these two districts.

Plans for "concurrent enrollment" got underway with nearby Garfield High School and with South Gate High School, which is one of the four year-round high schools in the Los Angeles Unified School District (LAUSD). Under the plan for Garfield, juniors and seniors attend credit classes at the college. By the end of 1985-86, this plan took on its final form and included students from both Garfield and Roosevelt but not South Gate.

A recent study revealed that 700 high school students attended ELAC for credit during 1985-86 prior to the initiation of this new articulation discussion. Further study is underway to determine more about the characteristics of this "transparent" population.

The Counseling Department conducted two-day visitations to each of the college's 13 primary feeder high schools, covering both orientation to the college and ACCESS testing.

The Transfer Center was in full operation under its landmark articulation agreement with California State University at Los Angeles. The College is also participating in the UCLA Honors program.

This year, the Upward Bound Program for high school students achieved all three of its annual goals in enrollment maintenance, student achievement and college placement. Throughout the year, program enrollment stayed well above the benchmark of 100 participants. Over 97% of participating students attained their outcome objectives of raising their reading levels to college-level proficiency. All participating students in good standing who graduated from high school were able to enroll in the postsecondary educational program of their choice in the following semester.

The math enrichment program, taught by calculus teacher Jaime Escalante, has grown to involve more than 200 high school students who attend Saturdays and weekday afternoons during the school year and an eight week intensive summer program. The classes have been formally added to the

College's course offerings as a non-credit ADA program, and continue to enjoy the support of the Atlantic Richfield Foundation to cover program enhancements during the eight week summer sessions.

A successful allied health enrichment program was carried out in cooperation with Robert Hill Lane Elementary School. Elementary students participated in pulmonary function testing, electron microscopy, nursing, and emergency medical procedures. The participants were exceptionally gifted children and plans are underway to involve a limited number of them in the College's non-credit math enrichment program during the summer of 1987.

Contacts with business and industry. Other than regular contacts by occupational departments during the normal course of departmental activities and advisory committees, the major ties with industry have been Lockheed in conjunction with the Engineering Department and with The Atlantic Richfield Foundation for the Non-credit Enrichment program. The Foundation for East Los Angeles College continues to make numerous contacts with industry in the hope of developing new special funding sources.

Administrative Services

Facilities. In 1985-86, the cafeteria continued to do well during stadium events, although sales continued to decline in proportion to the decline in student enrollment. But the summer food service program for children was very successful. Over 2,800 meals per day were served for the seven week program and jobs were provided for many students and cafeteria staff.

The cafeteria inventory was placed on the computer and the staff developed its own accounts payable and accounts receivable journals. A profit and loss statement can now be produced within a few days of the end of each month.

This year as in previous years, a main thrust was the abatement of hazards in the campus environment. The asbestos hazard was addressed by numerous small contracts as needed. A large abatement project was scheduled and will be under way shortly after the beginning of the new fiscal year. The major contract is a deferred project and involves over $200,000 most of which comes from a special state fund. Further, a dozen or more bungalow porches that were considered a hazard were replaced. Approximately $12,000 in asphalt paving was laid down on the fire roads throughout the campus. This was for patchwork only as the surfaces are too far gone for any effective long term remedy other than complete replacement, which has been requested through the deferred maintenance process.

Plant Operation and Maintenance. During 1985-86, the Plant Facilities Department continued the ongoing maintenance of the 82-acre ELAC campus. Traditionally, maintenance activity is monitored in three areas: alterations and improvement (A&I), routine maintenance (repair requests), and deferred maintenance.

There were virtually no funds available for any work of consequence in alterations and improvements. Only a few minor projects were attempted and the remaining funds were surrendered to the District as part of a budget shortfall ajustment.

Plant Facilities processed nearly 5,000 individual repair requests. Some of these were minor while others involved contract work and large amounts of force account labor, such as repairing water main ruptures and high voltage system failures. There were three major non-scheduled power outages this year, with costs averaging $8,000 per incident.

Much of the deferred maintenance for fiscal year 1985-86 was directed toward the repair of the campus utility systems. One project was for the repair of several high-voltage main feeders. Another of the projects involved the replacement of the campus fire alarm system. Three other projects involved mechanical systems in the buildings, repair of a large steam coil in the auditorium and the main pump station, and replacement of the fire pump system. Not all of these projects were completed, due to their complexity and the fact that funds were not released until late in the year.

The level of staffing in the entire maintenance and operations unit decreased and its mission of maintaining the physical plant and equipment has become more difficult to carry out. Several personnel transfers created gaps that were not filled, most notably in the custodial unit. Additionally, several of the custodial supervisory positions were reclassified and not replaced. The net result was a loss of several full-time positions. Resignations have caused several vacancies in the maintenance unit. One of the gardeners died and was not replaced. The position of auto mechanic is being reclassified and no exam was given either for that class or the Heating and Ventilating Technician. There are vacancies in plant facilities for both of positions.

The campus still participates in the shared savings energy conservation program by contract, but will be taking over all of the responsibility for savings through energy management in December 1986. The co-generation project for the swim stadium, funded with a federal grant, has reached the design state.

Business Office/Fiscal Services. The Fiscal Office suffered an almost complete turnover of staff for a variety of reasons: a promotion to District Office position, a transfer to the private sector, a retirement and inter-office transfers. In spite of the staff reductions, the Office was able to smoothly accomplish its year-end closing tasks. Tighter controls had been imposed on units and departments that are involved in collection of fees. The Office also dealt with unresolved and inactive items found on the books of accounts from previous years.

Staff Relations. A traumatic event that required the attention of the president was the reorganization of the faculty and administrative personnel, along with cutbacks in classified personnel. There was ongoing consultation with the various groups mentioned above, and particularly with the administrative staff. But bad morale was pervasive in the latter half of the academic year. As noted above, the threat of faculty layoffs caused a postponement of institution and accreditation activities.

Staff Development. A seminar on the latest methods of nursing diagnosis was offered for nursing faculty and interested students from ELAC and Trade-Tech, and a class on AIDS attracted over 200 faculty, staff and students. Workshops on wordstar and general word processing were held exclusively for ELAC staff on campus; over 100 participated. All administrators attended special training sessions at the Assistance League, while both certificated and classified management took part in stress and time-management seminars given at outside facilities.

SUMMARY

The community surrounding East Los Angeles College shows evidence of demographic stabilization in contrast with the rapid transition which has characterized the community for the past several years. Monterey Park and the other communities to the north have become a major Asian-American population center, especially for persons of Chinese origin. The large Hispanic population center to the east, south, and west continues to have a significant influence on the shape and direction of college programs and priorities.

This has been a year of development, with the initiation of a Transfer Center, the re-establishment of the Learning Center, and planning and implementation of instructional projects including PUENTE, PACE, Honors, and 2+2. The College enjoyed hosting South Gate High School ninth graders, who utilized eight campus rooms. More importantly, the College built upon the experiences of South Gate and developed a promising High School Concurrent Enrollment Program wherein eleventh graders from Garfield and Roosevelt are to enroll in college credit classes in conjunction with their attendance on the ELAC campus in four periods of high school classes.

An important accomplishment of the College's Curriculum Committee was the establishment of a liberal arts major for those students graduating under Plan A with the intention to transfer in any of the College's academic majors.

English and mathematics have maintained high enrollments in spite of overall declines. As a result of the layoff activity and related cutbacks, the College is now in the process of planning for growth in those two areas and in other high demand disciplines. The College will no doubt be faced

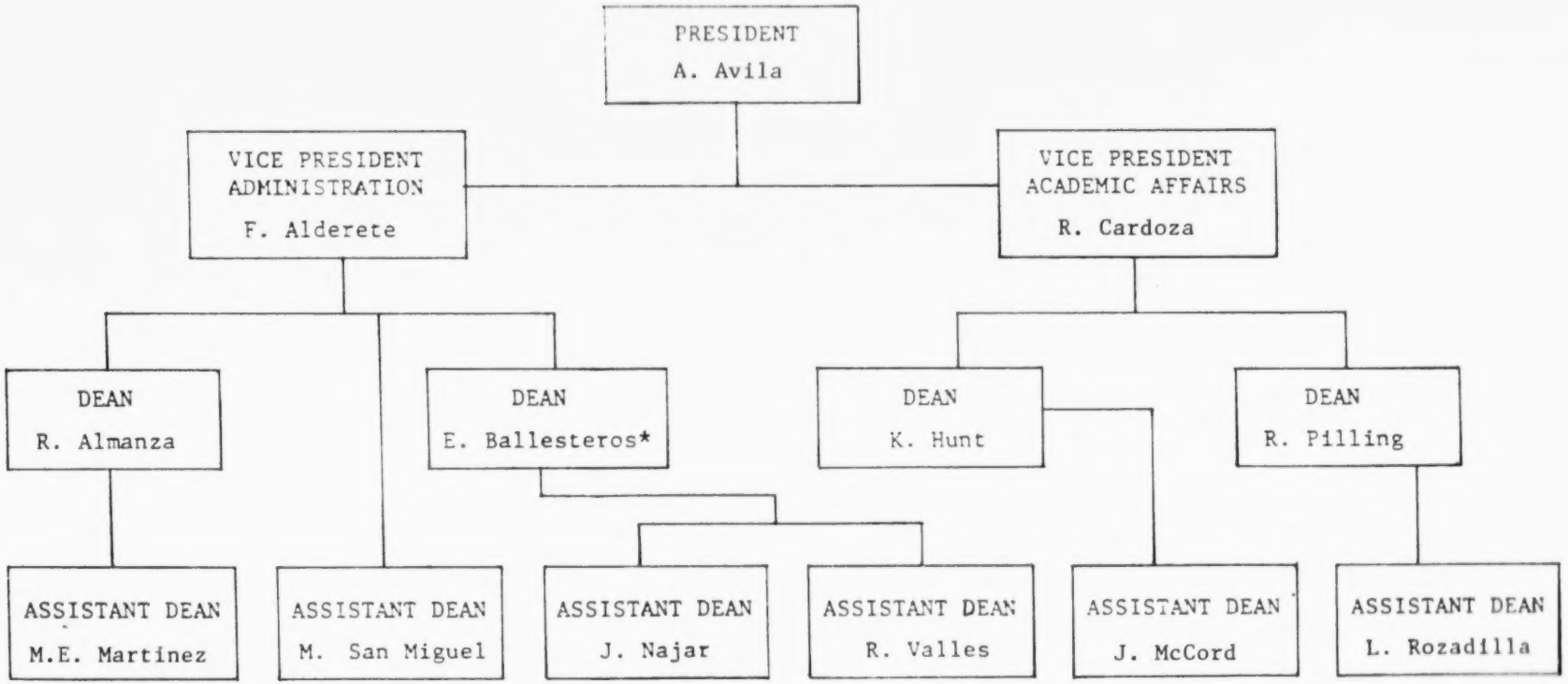
with continued fiscal constraints. Nevertheless, it anticipates continued growth and development in both credit and non-credit offerings, and an even more intensive program of recruitment, retention, special funding, and community relations.

Special events included a new all-college Art Fair and a spectacular fund raiser, A Tribute to Vincent Price, held at the Century Plaza Hotel. The English Department initiated an annual open house event which promises to improve departmental morale and should significantly increase re-enrollment of continuing students.

Institutional accreditation will of necessity be a major concern for the College as it faces a full team visit, delayed one year because of un-anticipated complications related to the District's fiscal constraints and subsequent layoffs. Accreditation planning activity will be expedited once the fall semester is underway.

EAST LOS ANGELES COLLEGE

1985-86 ORGANIZATION CHART



*Acting

L O S A N G E L E S H A R B O R C O L L E G E

THE COLLEGE

Community Served by the College

The area served by Harbor College includes the southern extremity of the City of Los Angeles and parts of adjacent cities. Communities served include San Pedro, Wilmington, Carson, Harbor City, Lomita, Palos Verdes, Gardena and Torrance. Area residents vary widely in their socio-economic levels. Residents of Palos Verdes boast the highest median income and education levels in the state, while over a third of those residing in Wilmington and Carson have less than eight years of schooling. The ethnic variety of the region's 390,000 inhabitants (1980 census) is reflected in the Harbor College student body, in slightly but significantly different proportions. In 1980, whites were 53% of area residents but only 46% of Harbor students; the latter percentage rose to 49% by Fall 1985. The percentages of blacks and Asian students have declined slightly from 1980, while Hispanic and "other" shares have remained the same. All minorities have been better represented on the Harbor College student body than in the 1980 census area population.

Mission and Function Statement

Los Angeles Harbor College strives to provide a comprehensive range of educational programs and services that respond to the educational needs and interests of society and of the varied communities it serves. Lower division transfer, occupational, and community service programs are included. These programs are supported by basic skills instruction, counseling and guidance, library and learning resources, and student services. The College seeks to enable students to effectively progress toward the realization of their educational objectives.

College Goals

In support of its mission, the College goals are:

1. to maintain accountability through self-evaluation in accord with College philosophy, functions, and educational policy;
2. to maintain a high quality of instruction, including transfer education articulated with senior institutions, occupational training and guidance geared to productive employment as approved by advisory committees, lifelong education for adults through Community Services, and personal development of physical and learning skills;
3. to provide support services that equalize opportunities for all students to achieve self-determined learning objectives;

4. to work toward employment equity through adherence to affirmative action principles; and
5. to maintain a learning environment that stimulates interest in personal, organizational and educational growth.

College Organization

During the 1985-86 school year the Office of Instruction experienced many changes of personnel. The Vice President of Academic Affairs left to take a promotion to the president of another college, and the Dean of Instruction was promoted to replace him as Vice President. The Dean of Evening and Outreach returned to the classroom and his position was filled by a Dean who transferred from West Los Angeles College. But this dean was subsequently promoted to Academic Vice President at West and went back to that college. The position was then filled by another transfer from West. One instructional dean position was eliminated during the shift in positions.

The administrative changes caused little disruption of ongoing instructional activities. Staff adjustments were minimal and a smooth adjustment was made to the new administration.

One additional personnel change occurred in the Student Affairs area. The Assistant Dean of Student Activities retired. This position was filled by the former District Assistant Director of Community Services whose position was eliminated by reorganization in the District Office.

The 1985-86 Table of Organization appears on the last page of this report.

ACHIEVEMENTS AND PROBLEMS

Five of the College's ten instructional divisions were directly affected by the evaluations and assessments of programs conducted by the District Office. Layoffs, transfers and program cancellations occurred in Communications, Physical Education, Technology, Nursing and Behavioral Sciences, but the overall reductions and reassignments will modify the entire instructional program. Declines in WSCH experienced districtwide were also evident at Harbor, although the College was not the hardest hit. Weekly student contact hours (WSCH) dropped from 78,912 in Fall 1984 to 74,039 in Fall 1985, for a 6% decrease.

Although the year brought many changes to the instructional program, the Academic Affairs Division worked to strengthen its ties to high schools and four-year institutions, increase enrollments in the Program for Adult College Education (PACE), revitalize the vocational/occupational offerings, computerize the library, obtain special funds for the use of the television studio, and plan for computerized schedule-making by divisions. Progress in these areas was maintained, as was the overall quality of instruction.

Transfer. The Transfer Alliance Program completed its initial year with honors classes and activities. The program was designed in cooperation with the University of California at Los Angeles (UCLA) Office of Inter-institutional Programs to serve the needs of high achieving students who intend to transfer upon completion of the first two years of college. Students who successfully complete the Honors Program with at least a 3.0 grade point average are guaranteed priority admission as juniors to the UCLA College of Letters and Science. Thirty-seven students enrolled during the initial year. Students took a core of classes, articulated with UCLA requirements, and participated in critical thinking, writing, and research-oriented activities. Program highlights included: UCLA library privileges, two on-campus UCLA orientations with staff and students, a series of skill-building workshops, and enrichment activities such as a trip to the Getty museum, free admission to UCLA footbal games, and on-campus visits from representative from various UCLA offices and programs. Faculty involved in the Transfer Alliance Program met on a regular basis to coordinate the instruction and goals of the project. The program was presented as a model for honors programs at a number of community college conferences during the year.

PACE, a program especially designed for working adults, increased in enrollment with over 550 students enrolled in the Spring 1986 semester. Because of high demand, an increase from 6 to 8 classes is planned for the Fall 1986 semester. A significant feature of the program was the academic honors earned by its students. Mrs. Judy Coleman, a 1986 graduate, was nominated for the prestigous national Harry S. Truman scholarship. In all, five graduating PACE students received scholarships, more than any other year. Harbor College hosted a PACE conference during the summer. One purpose of the conference was to assist other colleges in the District who plan to begin PACE programs. Harbor's success with the PACE program has been a stimulus to other colleges. Mission initiated a successful program in Fall 1985, and four other District colleges are planning to start their own programs in Fall 1986.

The Behavioral Science Division was affected most severely by the District reevaluation process. Five instructors were given layoff notices. The final decision resulted in one sociology instructor being reassigned, and four reading instructors in the psychology discipline reassigned to Developmental Communications. Efforts were made by all members of the Division to keep up morale in the light of the upheaval caused by the notices. The Division was active in scheduling outreach classes and strengthening involvement with the community.

The Communications Division provided instruction and service to the community, as students from English classes were recruited to tutor area high school students. Division students also expressed considerable interest in producing a college newspaper. In lieu of an official campus newspaper, two issues of an alternate school paper were published and distributed. Efforts will be made to start a regular paper in the coming year. Although no Division instructors received layoff notices, instructors from other divisions were transferred to Communications.

Reductions in the offerings of the Science and Family and Consumer Studies Division were caused by the retirement of almost 50% of the biology faculty. Vitality was good in anatomy, physiology, and microbiology classes; however, any changes in the nursing program resulting from layoffs will have an effect on these classes.

Faculty within the Division continued to communicate and interact with faculty in local California State University (CSU) and University of California (UC) institutions. Membership on the advisory committee of the Minority Access to Research Careers (MARC) program, attendance at Biology Department meetings at CSU Dominguez Hills, and work with UCLA on major courses were some activities which helped to promote the division and the College.

In the Humanities and Fine Arts division, the Music Department experienced more than a 30% increase in WSCH through the use of listening facilities, practice rooms, TAP rhythm machines and Apple IIe programs. Under new state guidelines, ADA was earned for these activities. The Department presented its second annual faculty concert to raise funds for scholarships which will be awarded to freshmen entering in the fall semester. The traveling children's theatre marked its 11th year. Its original productions, written by Larry Heimgartner and Rodney Oakes, played to 5,000 youngsters in grade schools in the area. Campus theater productions were not reduced, in spite of a faculty retirement and decreased budget. The Art Department held a complete series of gallery shows, and individual faculty members participated in gallery openings in New York, London and San Francisco. The annual high school art contest was repeated successfully during the year. Entries were received from art students from each feeder high school, and were judged by both high school art teachers and college faculty. Winners received scholarships to the College.

Articulation of the Architectural Technology program with four year institutions went exceptionally well, as almost all graduates transferred into programs at UC and CSU schools. Coordination and communication with UC Berkeley and the California Polytechnical University, Pomona, has continued, with favorable results.

Vocational. The Vocational Division was also disturbed by the districtwide layoffs and program reductions. The Printing and Automobile Technology programs were scheduled for elimination. Drafting classes, however, maintained healthy enrollment. New equipment purchased with State Instructional Grant funds will upgrade vocational programs and enable the Division to be competitive with other programs in the area.

The plan to reduce the size of the nursing programs districtwide resulted in six faculty terminations at Harbor, and should have a disruptive impact on the program, even though there will be no net loss of instructor positions. Instructors from other colleges will be transferred to replace those laid off. The layoff notices caused great turmoil within the Nursing Department, but did not affect productivity. The Spring 1986

class had one of the lowest attrition rates in years. Forty-nine beginning students were accepted in January 1986, and, at the end of the semester, 41 students received the nursing cap signifying the successful completion of their first year.

In December 1985, the Nursing Program received full accreditation from the Board of Registered Nursing. A generous grant of over $43,000 was given by Kaiser Permanente Medical Care to implement curriculum changes in the Licensed Vocational Nursing (LVN) to Registered Nursing (RN) program. With these special funds, changes were made which enable the program to admit qualified LVNs directly into the second year as space permits. There are plans to purchase computers so that all nursing students will become computer literate before leaving the program.

A first time contract was successfully negotiated with firefighters and volunteers on Santa Catalina Island to offer classes for certificates in Emergency Medical Technician (EMT) IA (Ambulance). This contract education class provided funds for the Department, and its success should encourage the offering of other such classes.

The Business Division worked to revise its offerings to better meet student needs. Continuous enrollment is now available in the Office Adminstration classes. Accounting students formed a chapter of the National Association of Accounting Students. The Carson/Lomita/Torrance Private Industry Council funded a word processing training program which will be implemented in Fall 1986. This project will train participants eligible under the Job Training Partnership Act (JTPA).

Developmental. The reading classes were moved into the Developmental Communications subject field. Reading and math labs in the Learning Center were staffed and maintained.

Faculty Achievements and Development. A number of faculty participated in developmental activities during the year. History faculty in the Social Sciences division were active with the UCLA History Alliance group. Instructors from the Science and Communications divisions attended and held Writing Across the Curriculum workshops. Chancellor Joshua Smith visited the campus and met with faculty to discuss matters of interest. Sabbaticals and attendances at professional meetings and conferences have continued as previously.

Library and Learning Resource Centers. For the Library, 1985-86 was the year of the com puter. Staff members attended individual computer conferences and workshops. A districtwide workshop held in the spring was attended by the entire staff. A library automation project was funded by a combination of private grant, District and College funds. The first stage of the project was accomplished with acquisition of computers and software and the beginning of the transfer of the catalog to the computer

data base. The task of completing the conversion will be given top priority in 1986-87. There was one retirement and a three-fifths replacement during the year. The Library chairperson was active in the District Library Committee as chairperson and on the Chief Librarians Council, the statewide association of Library Chairpersons. Book circulation increased during 85-86 to 49,776 from 42,073 in 84-85. Periodical circulation, however, was down from 18,222 to 15,015.

The Instructional Media Center could provide only minimal services. Layoffs of staff reduced the services to distribution of tapes and audiovisual materials. The reading and writing laboratories were staffed by instructors from the respective departments. Learning assistance checkout services were curtailed because of staff reductions. Distribution of visual aids was available but other kinds of instructional services were eliminated.

A grant from Copley Colony, a local cable television company, enabled many videotapes and public service announcements to be made. The local cable televison station provided a full channel for use by the College. Funds are needed to hire technicians to help produce shows for the channel. Plans are being made to acquire funds and/or used tapes from outside sources, to produce educational videotapes for broadcasts to the community.

Student Services

Admissions and Records. The Admissions and Records Office achieved better utilization of staff, time and energy by instituting a number of improvements. An upgraded computer system was installed which will increase capacity for registration and other record processing. The introduction of automated transcripts will begin in Fall 1986. This computer process should help expedite transcript requests. There was progress in conversion to a unique file system for transcripts. More work on this project will be completed next year.

Counseling and Services to Special Clienteles. Counseling continued to administer the ACCESS Orientation Assessment tests to all new students. Project ASSIST received $57,000 from the Transfer Center Grants to continue development of a computerized transfer information center. Carol Wirth was designated as lead counselor for the development of ASSIST, a task that includes the downloading of student data from the District mainframe computer and the development of techniques to use ASSIST for degree checks.

The Ford Foundation Urban Transfer Project published a Directory of Outstanding Sophomores from Underrepresented Minority groups at Harbor College in November 1985. The Project will publish a similar directory in November 1986, which will include between 5,000 and 8,000 students from the nine Los Angeles Community College District colleges plus Compton, El

Camino, Pasadena and Santa Monica Community Colleges. Participating four-year colleges are CSU Long Beach, CSU Dominguez Hills, UCLA, UC Irvine, Mount Saint Mary's and USC. The project is funded by the Ford Foundation in the amount of $80,000, and by mini-grants from the Western Interstate Center for Higher Education (WICHE) and the College Board.

The Student Services Office developed and implemented The Learning Connection (TLC), a model program to facilitate early enrollment of high school students. High school students at ten area schools were given the opportunity to complete an application, orientation testing and program advising in a 3-hour program in May. After completion, students are able to register by mail. The TLC concept was developed jointly by high school counselors and staff from Harbor College. Two hundred and nine students participated in the program.

The Dean of Students continued to serve as a resource person in state-level activities affecting Student Services. She gave testimony and consultation to the Commission to Review the Master Plan for Higher Education, served on the Joint Legislative Oversight Committee, and was chairperson of the CACC Commission on Student Services.

Extended Opportunity Programs and Services (EOP&S) reported a 45% increase in the total number of eligible students for 1985-86. There was also a 37% increase of eligible minority students in the program. The program suffered from lack of a full-time counselor; however, a part-time counselor was hired. Tutoring and referrals were handled by the counselor and EOP&S students were served although the program did not fund its own service. Tours to four-year colleges and universities, and study skills workshops were available for participating students. An operational program review (OPR) was held during the year. This review is conducted under the auspices of the State Chancellor's Office and occurs every five years. The College program received a good report. Recruitment visits were made to a number of agencies and community centers, and classrooms were also visited in attempts to recruit more students for the program.

The Disabled Students Program suffered a great loss this year with the sudden death of its Director, Steve Harshfield. Services to students were maintained, but the loss was deeply felt by all. Ninety-two disabled students received services including tutoring, note-taking, mobility assistance, computer-assisted instruction, test-taking assistance, adapted parking and wheelchair repair. Peer, vocational and personal counseling was part of the program.

Thirty-four learning disabled students were active in the Program. The learning disabled specialist taught special classes in mathematics, reading and word processing.

Recruiting students was a high priority. "Adapted" schools and feeder high schools were visited. A major atraction to the program was the IBM personal computer which provided a peripheral device necessary for students with limited use of hands and arms or impaired memory skills.

Financial Aid. The centralized process for processing financial aid forms continued to cause some delays in disbursing funds to students. This problem is districtwide, and plans have been made to resolve it.

Student Activities. The 1985-86 year was one of transition in the Associated Students Organization (ASO). A new director presided over many changes, including continuous shifts in student leadership. Despite the resulting disruptions, there was sufficient continuity to ensure success. A new picture ASO card was distributed; the hard work and diligence of the students made it possible to begin picture identification in cards sooner than anticipated. A student newsletter was created, published and distributed. This bimonthly publication was a cooperative effort with the Office of Public Information. Dances, musical events, and special programs such as the Dean's Honor Tea and the Graduation reception were successful on-going events. There were some renovations of Seahawk Center facilities, and badly needed electrical dimmer controls were installed Repairs were made to furniture in the student lounge. Clerical assistance is still needed for the Student Activities Office.

In team athletics, the College had an admirable year. Both baseball and basketball teams reached league playoffs and state finals.

Community Services

Harbor College maintained a self-supporting Community Services program and expanded its continuing education segment. This year the program was smaller in number of classes, events and activities, but larger in the amount of income generated. The number of classes offered in cooperation with the Kaiser-Permanente Medical Center increased. Expansion of the Swap Meet also contributed to income growth for the year.

Non-credit classes. Continuing education classes are supported by state funds based on enrollment, and add to the ADA base for the College. Enrollment was very strong. Approval from the State Chancellor's Office for 600 additional continuing education class titles has been received. All that is needed is additional funding to implement these classes; that is a goal for the coming year.

Contract classes have met with enthusiastic response. Contracts with community agencies such as Angel's Gate Cultural Center for classroom sites will be continued next year. Future plans are for more business related activities and contract education classes. Recreation-orientation type courses will be reduced in number.

Planning, Research and Development

Long-Range Planning. Most of this year's planning activities were focused on the evaluation of programs and courses related to the district-wide reduction of instructional staff. College layoffs in various disciplines led to much exploration and discussion of the instructional programs affected. Programs were evaluated at the District level, since reductions were mandated districtwide. Reductions in force will be in effect from July 1, and strategic planning for all programs will begin in the Fall of 1986. This year-long activity will involve every aspect of the college community and will explore all disciplines and programs.

Special Fund Development. VEA grants totalling $72,125 were received in 1985-86. English Instructor Chris McCarthy received $18,000 from the California Community College Fund for Instructional Improvement to design a curriculum model in the Humanities. He worked cooperatively with the UCLA Center for Academic Interinstitutional Programs and faculty from District colleges in the formulation of course outlines, interdisciplinary methods, and the study of succesful program models. All these were assembled in a book which will be distributed in 1986-87. Three new programs were added to the Vocational Education special programs on campus: single parents and homemakers, adults needing training, and foster parenting. A new proposal was written for the foster parent program for 1986-87 and was funded for the upcoming fiscal year.

The College Foundation is applying to become an auxiliary organization of the District. When this process is complete, the athletic and other departments will launch massive fundraising drives.

Community Relations and Marketing

Public Information and Student Recruitment. The Marketing committee produced an array of materials to be used to promote and enhance the image of the College. A college brochure was produced and sent to local businesses. An "educational excellence" poster with a mail-in postcard was distributed throughout the community. Response from the post cards has been promising. A bookmark information about the College will be sent to libraries in the community. Important dates and telephone numbers are listed on the bookmark. Throughout the year, on a bimonthly basis, public service announcements were made via the cable channels in the community. These spot announcements were taped in the college television studio and sent to three local stations. A Harbor College Profiles television show was also taped and shown on local cable television. The show was produced in interview format, highlighting campus events or showcasing the specific expertise of faculty members. If funds are forthcoming, it will be continued in the fall. An outdoor advertising poster project is underway and will be completed in August, 1986. This project will use billboards as ad space for the College. A newspaper tabloid type insert

will be distributed in the Los Angeles Times during the summer months. This distribution to all subscribers and non-subscribers will aid in the recruitment efforts for Fall 1986.

Although the public image of the District as a whole was relatively poor in 1985-86, local media coverage of the College was mostly positive. Over 90 news releases about the College's people, programs and activities were distributed and resulted in hundreds of news items in various media. A Paragon award was earned by the public information officer when he received 3rd place for the best feature/news story of 1986 from the National Council for Community Relations. These awards are given once a year to community college public relations professionals.

There was very active recruitment in all feeder high schools. Representatives from the College visited all the local schools and met with counselors and students to give information about the College. In addition to classroom visits and career day presentations, high school students were given the opportunity to be assessed and register for classes all in one day.

Articulation with Schools and College. The Two-Plus-Two High Technology Articulation Project is a joint project of the Los Angeles Unified School District (LAUSD) and the LACCD, and is administered through the LAUSD Division of Adult and Occupational Education. The purpose of the project is to plan and develop articulated vocational-technical education programs. Harbor College representative Pauline Garstka worked with instructors from Narbonne High School, Harbor Occupational Center, Gardena High School and Gardena Adult School to develop articulation agreements for word processing in the Business Division. The articulation agreement has been drafted and is ready for final signatures. This agreement will eliminate unnecessary duplication of training for students and will shorten the time needed for them to complete the word processing program. A Certificate of Proficiency will be issued to the high school or adult school student upon completion, and is another feature of the plan.

The California Academic Partnership Program (CAPP) was developed to increase the number of high school students going on to higher education. This program, funded through UCLA, coordinates faculty from three junior high schools, a senior high and Harbor College, to design and strengthen curriculum for all three levels. The CAPP encourages students to enter a college track at very early educational levels. Participating students are monitored through assessment to check their skills. Harbor's participation in the CAPP program provided curriculum development assistance to high school faculty, and academic enrichment for students in the junior and senior high schools. Dr. Robert Sager, a geology professor, held seminars for high school faculty who were planning to create a new geology class. His expertise and experience were invaluable to the science teachers. Glen Egbert, an hourly instructor, taught a philosophy class to Banning High School students during the spring semester on the campus.

This class enabled students to experience college-level instruction within their high school environment. A mathematics instructor, Niko Culevski, spoke to junior and senior high mathematics students about the value of geometry. He plans to continue these lectures, since they were so enthusiastically received by the students. Harbor counselors visited the CAPP participating schools, assessing and encouraging students to attend Harbor College. Other ways of expanding the College's contribution to the local junior and senior high schools in the CAPP program will be explored during the coming year.

Contracts with businesses and Industry. Business contracts were reinforced in meetings with the Job Partnership Training Act participants and with the Carson-Lomita-Torrance Private Industry Council. Ongoing advisory meetings for all vocational programs continued to provide the College with vital information from the business community.

The first recognition breakfast for advisory committee members was established this year. Members were honored with certificates and recognized for services to the College.

Other activities that involved community contact were the College Job Fair and Career Week. The Job Fair brought local business representatives to the campus to discuss employment opportunities within their industries. Career Week activities culminated with notable speakers from the community. The College cooperated with the Adopt-A-School program sponsored by the Los Angeles Unified School District. Wilmington Park Elementary School was chosen for the College as its "adoptive" school in the community.

Administrative Services

Fiscal restraints, along with a rapid turnover in clerical personnel, greatly hampered the efficiency of all Administrative Services operations.

Facilities and Maintenance. Five major projects to improve campus facilities were accomplished during the year. These projects were completed in addition to the resolution of routine problems and work requests that are necessary for the upkeep of the physical plant. These projects included improvements in lighting, physical education facilities and heating and ventilation, along with computer terminal installation and repainting.

Lighting on campus was extensively improved. Energy efficient bulbs replaced old bulbs throughout the campus. This measure will save energy and provide a safe, well-lighted environment. The track was repaired and renovated. This facility is used by both the Physical Education Division and the community. A new computerized system for campus heating and air conditioning was secured. It will reduce utility bills and conserve energy.

In cooperation with Academic Affairs, computer terminals were obtained and installed to assist departments with program planning.

Deferred maintenance has left many buildings in need of paint. This year, the exterior of the administration building and the interior and exterior of the liberal arts building were painted, and there are plans to paint other buildings as funds are made available. A painted designation of Harbor College was placed on the west wall of the Theatre Building. This can be seen from the adjacent community to the west of the College and literally helps make it more visible to residents.

Business Office. The Business Office maintained its operations with fewer staff than last year. A new computerized payroll system will reduce the amount of paperwork and facilitate payroll operations on the campus. Qualified staff are needed more than ever now that the new system is in use.

Security and Safety. The campus Safety Committee was actively involved in both reviewing hazards on campus and correcting deficiencies. Training in the correct use of fire extinguishers was given by the Los Angeles Fire Department. In cooperation with the Los Angeles Police Department and the College Police, an instructional seminar on recognizing and reporting child abuse was given for Child Development Center Staff. Tips on personal safety and cardiopulmonary resuscitation (CPR) were published in the College bulletin.

Staff Development. Staff development for the campus centered on computers. Computer training classes were offered for beginning users as well as advanced students. They were open to all staff, and were well attended by administrators, faculty and classified employees. Demand for intermediate Wordstar classes was so overwhelming that an additional class was scheduled. Two classes were scheduled for computer-assisted instruction. Interested faculty attended classes on use of the computer to generate test items and help record, calculate and print grade reports. Other seminars offered were CPR classes and a walk-for-health group. A grant proposal-writing workshop was held for all District personnel. Dr. Pat Cabrera, an outstanding facilitator, spoke on how to write successful proposals.

The annual academic convocation was held during the spring semester. Honorees for the Amicus Collegii award were Rafer Johnson, Frances Blankenship, Maurine LaCaff, and Lloyd Brown. Rafer Johnson was selected for his work with youth. Frances Blankenship is a 19 year member of the library staff; Maurine LaCaff is retired humanities instructor, and Lloyd Brown works in the receiving department of the College. This yearly event focused on the theme of excellence, and faculty rededicated themselves to achieve this goal in their teaching.

Classified Staff Relations. "What's going on?", a monthly discussion meeting, was an open forum for topics of any discussion by students, faculty or staff. The President of the College was available at the meetings to discuss whatever issues the group desired.

The College is working to achieve the unmet goals for affirmative action in all categories. The reductions in work force have affected the overall morale of all groups on campus. Individuals and small groups within divisions made attempts to foster good will throughout the year. Potlucks and an annual Cinco de Mayo lunch were activities used to boost campus morale.

SUMMARY

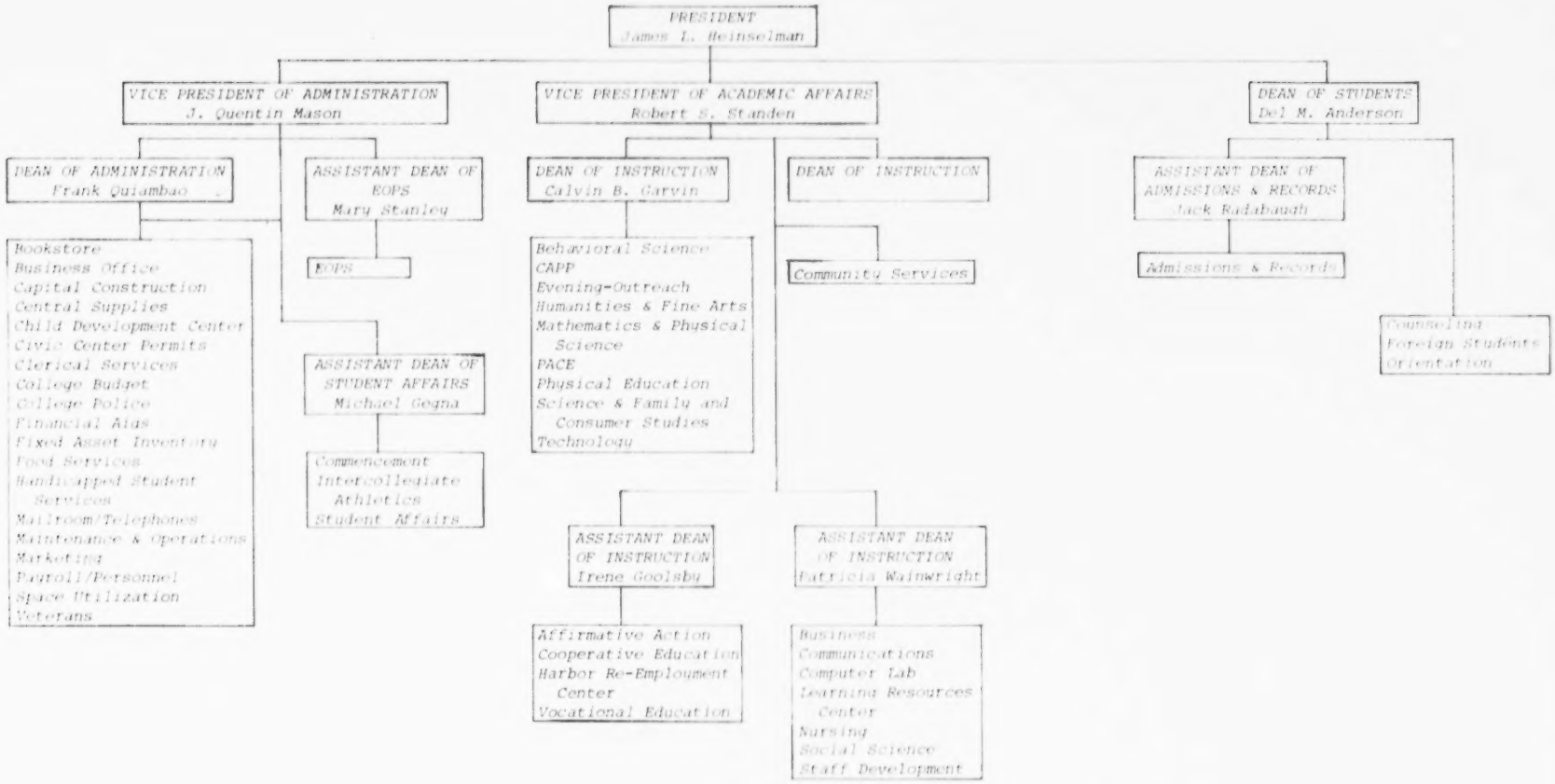
This year Harbor College continued to meet the educational needs of its highly diverse community and improve the academic performance of its students. This was accomplished in spite of reduced instructional support staffing and budget cuts. Programs have been reevaluated and "downsized" as part of a districtwide reduction in force; two vocational programs were eliminated and the Nursing program was restaffed with instructors from other colleges.

Assessment of students for placement into appropriate courses has been integrated into the counseling program. The success of this process was reflected in the College's above-average rate of student transfer to four-year colleges.

The College staff have responded to recent and anticipated changes with renewed commitment. This year's faculty attendance at Commencement exercises was higher than in the past ten years. Faculty have participated in conferences and professional meetings. Cooperative efforts with all segments of education is evident in the two-plus-two high school program and the UCLA Transfer Alliance Honors program.

The College is moving forward into the technological era with the purchase of a computer network system for the administrative offices, computerization of the library, a computerized schedule-making program for division chairmen, computer-assisted instruction seminars, and computer training classes for all college staff.

LOS ANGELES HARBOR COLLEGE
ORGANIZATION CHART
1985-86



L O S A N G E L E S M I S S I O N C O L L E G E

THE COLLEGE

Community Served by the College

Los Angeles Mission College serves the Northeast San Fernando Valley areas of Los Angeles City and County, which include the ethnically and socio-economically diverse communities of San Fernando, Pacoima, Arleta, Lake-view Terrace, Mission Hills, Sun Valley, Tujunga, Granada Hills, Sepul-veda, Chatsworth, Sylmar and Northridge.

The population of the service area's western portion tends to show greater wealth, smaller families, fewer residents from minority groups and greater educational attainment than average. Communities in the center of the area represent the opposite trend, while those in the eastern sector tend toward the average in wealth, family size, ethnicity and education.

The North San Fernando Valley is suburban in nature. Business life is primarily concerned with the retail sale of merchandise and services. Small areas in the far northern and southern portions of the middle sector contain light manufacturing and food processing industries. The overall commercial base, however, depends on the business and industry of central Los Angeles, where a great portion of the residents of the North Valley are employed.

The 1980 census data indicate that the total population of the North Valley area is about 316,000 persons. Ethnically, 57% of these are white, 32% Hispanic, 6% black, and 5% Asian or other. The College's immediate service area suffers from a high rate of unemployment (approximately 1.5 percentage points higher than that of the general population of Los Angeles County), a low median income ($17,740, compared to a District median of $23,120), and a low but steadily increasing rate of educational participation. In Fall 1985, 72% of the student population was over 25 years of age compared to 51% districtwide, making the student population the oldest in the District. Many of the students were employed full-/or part-time, and as a result, 84% of the students attended school part-time, compared to 73% districtwide; 62% attended evening classes.

Ethnically, enrollment is fairly representative of the area's population; 48% of the students were white, 35% Hispanic, 9% black, 5% Asian and 3% other. Women students represented 70% of the enrollment, compared to 54% districtwide.

To meet the needs of the multi-ethnic student population, the College has programs that include Bilingual Educational Aide, Open-Entry Office Ad-ministration, Extended Opportunity Programs and Services (EOP&S), the Tu-torial Program, High Intensity Language Training (HILT)), and Placement Services. There are several postsecondary institutions serving the northern San Fernando Valley area, including adult schools, a regional

occupational center, and private trade schools. However, Los Angeles Mission College is the only Associate degree-granting institution offering low-cost college transfer and vocational instruction in the North Valley area.

Mission and Functions Statement

The administrators, faculty and support staff at Mission College believe that the underlying principle upon which the College was founded is that the role of educational institutions, in a democratic society, is to help individual citizens develop to their fullest potential.

Thus, the mission of the College is to provide comprehensive lower division occupational, transfer and continuing education programs which are appropriate to the service area and which meet the changing needs of students for academic and occupational preparation, better citizenship, and increased cultural understanding.

College Goals

The specific goals of the College are:

1. to provide transfer, career and vocational programs responsive to the diverse needs of the heterogeneous population served by the College;
2. to provide programs of general education and cultural significance for the enrichment of each student's collegiate experience;
3. to strengthen the student's skills through supportive and developmental programs and services in order to help each student succeed in college;
4. to provide fee-based community service educational programs to supplement the College's university transfer and vocational programs;
5. to help satisfy additional needs and interests of students through a comprehensive program of student services and activities;
6. to offer comprehensive counseling and guidance service to all students;
7. to locate community college programs and services as conveniently as possible in the service area;
8. to provide meaningful participation for faculty, staff, students and community in decisions affecting the College's development;
9. to establish and maintain the staff and ethnic balance in response to the District's affirmative action policy;
10. to provide adequate facilities and material to effectively implement the College's programs;

11. to develop evaluation procedures for all segments and processes of the College; and
12. to provide a well-planned permanent campus validated by College and community participation and support.

College organization

The certificated administrative staff held constant at its reduced level of six, whereas four years ago it was twelve. At the end of 1985-86, the College operated with a President newly returned from sabbatical leave, an acting Vice President of Administration, a Vice President of Academic Affairs transferred from another college, a Dean of Instruction transferred from student activities, a Dean of Admission transferred from another school where he had been in the Office of Instruction, and an Assistant Dean of Student and Handicapped Services. A chart of the College's administrative structure is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional programs

In spite of continued restricted funding, enrollment, WSCH and average class size increased in 1985-86. Final first census comparisons show that Fall 1985 enrollment increased by 2% over Fall 1984, compared to an overall District decline of 9%, and that Fall 1985 WSCH increased by 9% over the previous fall, while District WSCH declined by the same percentage. Spring 1986 enrollment increased 7% over Spring 1985 compared to a 4% District drop of 5% and Spring 1986 WSCH increased by 6% over Spring 1985, compared to a 4% District decline. Average class size increased from 17 to 21. Approximately 75% of Mission College's impressive growth is attributable to the Program for Adult College Education (PACE) Program, while the remaining 25% is in regular offerings.

The College continued its efforts to reduce costs and increase WSCH by various means. A county facility was rented for a minimal fee and Humanities classes were relocated there. This allowed other classes to be taught in the space used by art and music classes, while offering students a more attractive site for the arts program. In addition, an art instructor became the curator of the gallery showings, which increased the College's visibility in the community. Rental costs were decreased by consolidating offerings at Granada Hills High School into a comprehensive program of some 70 classes, which were well-attended and well received by the community. The PACE Program was a huge success in its first year and contributed significantly to the College's growth. The Program has received excellent evaluations from the faculty involved and high compliments from participating students. The Los Angeles Unified School District (LAUSD) has requested an additional PACE Program for their employees in 1986-87 and the College is attempting to implement that request.

In an effort to provide service to the community and to industry, courses were taught at local companies such as Pacific Telephone, Anheuser Busch, Sierracin, Price Pfister, California Conservation Corps, the Veterans Administration, and California State University at Northridge. Courses included supervision, gerontology, basic skills, English as a second language, career guidance, electronics and office administration.

High demand areas for the College were in English, physical education, mathematics, developmental communications, child development, family and consumer studies and chemical dependency. The basic skills area continued to attract significantly larger numbers of students than other areas. New demands were in real estate, law and PACE. Student interest declined in social sciences and the humanities, as well as in office administration.

Transfer. This year, the College attempted to identify and contact all potential transfer students. As part of the counselors' regular duties, all students were provided transfer services, which included faculty support and guidance, academic and career planning, workshops and campus visits. One counselor was identified as the contact transfer counselor to oversee all transfer activities and act as liaison between the four year institutions and Los Angeles Mission College.

The College continued its active and productive collaboration with universities and secondary schools. Representatives from California State University, Northridge (CSUN) and University of California, Los Angeles (UCLA) were available once a week to provide current information about admission procedures. Each counselor was assigned to a local feeder high school to promote high visibility and opportunities at Mission College.

Letters were sent to students with thirty or more units, who had indicated an interest in transferring to a four-year college, encouraging them to come in for counseling. These students were identified through the Project ACCESS College Educational Planning Form, which each new student is given before entering college.

In cooperation with Los Angeles Harbor College, and with special funding provided by the Ford Foundation, Los Angeles Mission College is participating in the publication of the "passport directory." All minority students completing 25 or more units with 2.0 or better average are being contacted by letter. The letter requests permission to list the student's name, address, phone number, major, etc. in the "passport directory". This information will then be sent to select four-year colleges who have already agreed to actively recruit these students.

Toward the end of the academic year, the Faculty Senate chose an instructor to work with the administration to develop an Honors Program.

Vocational. Mission College offers vocational programs in accounting, bilingual/bicultural education aide, chemical dependency, business administration, business data processing, child development, education aide, electronics, family and consumer studies, finance, journalism, office administration, real estate and supervision. A Legal Assisting

Program was approved by the District Vice Presidents of Academic Affairs and is awaiting state approval.

Mission College students were awarded a total of 76 certificates in 1985-86. These included 49 in chemical dependency, 13 in child development, 7 in electronics, 3 in real estate, 2 in business data processing and 2 in family and consumer studies.

Forty-five percent of Fall 1985 students indicated vocational education as their primary goal; 30% of the WSCH was vocational. Vocational education students accounted for 46% of the use of the tutoring lab.

The College continues to cope with the dilemma of demand for vocational education increasing while funding decreases. Program advisory committees continued to meet and obtain help and input from industry. In response to changing demands, Mission College formally withdrew its request to offer programs in aircraft electronics and administration of justice.

Developmental. All new students continue to be assessed through the Project ACCESS or English as a second language (ESL) orientation process. Assessment continues to show the need to expand remedial offerings in language skills (including ESL) and mathematics.

Mission's developmental communications classes served 190 students in Fall 1985 and 185 in Spring 1986. One hundred sixty-five students enrolled in the High Intensity Language Training (HILT) Program in Fall 1985, and 176 enrolled in Spring 1986. Fifty-two students were helped in the reading program in Fall 1985 and 66 students in Spring 1986. A persistent handicap has been the lack of a full-time reading instructor who can help coordinate this important part of the developmental program.

Faculty achievements and development. Rosemary Menager, Handicap Specialist, was involved with the YWCA in planning a program for disabled teens. Dr. Rich Scuderi was named head of State Division of California Postsecondary Education of the Disabled, a group that is working on legislation that will affect all learning disabled students throughout the State. JoAnn Barbier, Career Center counselor, continued working with the YWCA and the Los Angeles County Department of Human Resources to co-sponsor Women's Employment workshops for Fall 1985 and Spring 1986. Each workshop had an average of 60 in attendance. Ms. Barbier is also editor of the Professional Organization for Women in Education and Re-entry (POWER) Newsletter. The State of California provided grant money to offer support and training to Foster Parents. Small share and care groups facilitated by Foster Parents ran throughout the fall and spring semesters of 1985-86. Doris McClain, child development professor, was the project director. Through a special vocational grant obtained by professor Eloise Martinson, the family and consumer studies faculty was able to offer several free community workshops. Topics included: sewing lingerie, quick and easy sewing shortcuts, clothing repair made easy, quilting and sewing for children. Management instructor Ed Raskin has for the past

two years been engaged with Price Pfister in a company-based management development activity. The College offered supervisory/management certificate courses in the plant, on company time, to interested managers and employees. Company case studies are used to provide instruction in areas directly related to the daily operating problems of the plant.

Enrique Gonzalez traveled to Guatemala to formulate a vocational education exchange program to include Mission, Pierce and Trade-Tech colleges. Next summer, Mr. Gonzalez will be teaching automotive technology in Guatemala City. Carla Bowman, Science instructor, was a member of the San Fernando Valley Literacy Council, the San Fernando Valley Unit American Cancer Society and Holy Cross Hospital Institutional Review Board. Althea Baker represented Mission College on the L.A. County Department of Mental Health Community Advisory Committee. The Committee advises on mental health programs and priorities for county facilities in the San Fernando Valley.

Library and Learning Resources Center (LRC). The Library and LRC continued to suffer from underfunding and a seriously low level of staffing. The modular library media technology class was not offered; no reference bibliographies were prepared; no displays with related reading lists were created and no new study aids were written. Library orientations were curtailed, but the librarians were able to make eight presentations to classes in various disciplines. Because of reduced hours, the number of transactions decreased, but more than 2,250 references and research questions were handled by librarians along with 1,170 directional and ready reference inquiries. During open hours the reference staff was busier than ever, due to the influx of PACE students.

The demand for graphic services increased in 1985-86, partly as the result of an increase in marketing/recruitment projects. The demand for audio-visual services outstripped the librarians' ability to control the use of materials. Instructors in many instances had to "help themselves." Proper procedures were not duly observed and many pieces of equipment are missing. Funds for repair and maintenance were insufficient, and much inoperable equipment remains on the shelves awaiting repair. Special funding from the state paid for the purchase of some new items.

Student Services

Admissions and Records. The Office of Admissions and Records received and processed a total of 10,131 applications for 1985-86. The number of applications received for the Spring semester was 4,615. Applications received for the Fall were approximately 4,654 and 862 were received for the summer session. The total number of applications decreased 10% from the previous year.

In spite of personnel losses, the Admissions and Records Office continued to provide better than adequate services during this retrenchment period. The staff continued procedures to increase efficiency and/or compensate for the reduction in clerical staff. How long this positive approach in accomplishing objectives can be sustained with understaffing remains to be seen.

Admissions and Records has supported innovation by assisting the Office of Academic Affairs in establishing "open entry-open exit" courses. An In Progress (IP) system for evaluation of students was also instituted in order to gain average daily attendance (ADA) for the College. Also, the Office helped the chairperson in Cluster B obtain early admission for students interested in the PACE Program. Approximately one hundred students were served in this endeavor.

Further, the Admissions and Records Office ably assisted the counseling staff in its early recruitment efforts in the high schools and the community. An Admissions and Records brochure was designed and developed to disseminate pertinent information on registration procedures. This brochure should help increase enrollment next year.

The College would like to restore one or two ICT positions to the Admissions area because of the greater demand for service resulting from increased enrollment. An increase in sub and relief hours must also be budgeted to provide adequate registration services. If sub and relief and/or full-time clerical staff are not made available for registration, open hours for continuous registration may have to be curtailed and some enrollment will be lost.

Counseling and services to special clienteles. The Counseling Department in 1985-86 was staffed by four full-time counselors, one intermediate clerk-typist, and one part-time student worker. Throughout the year, counseling by appointment and drop-in was available Monday through Thursday from 9 a.m. to 7p.m. and on Friday from 9 a.m. to 4 p.m.

The Department provided academic, vocational and personal counseling to Mission College students, community residents and staff. During the fall and spring semesters, the counselors advised and approved registration for all students who received probation or disqualification notices. Guidance and assistance were provided for financial aid applicants who needed verification of their ability to benefit from instruction. During registration periods, counseling appointments and drop-in sessions were scheduled for advisement in class selection, transferability of courses and programs, and evaluation of courses completed. Prior to graduation, the counselors evaluated transcripts of over one hundred degree candidates to determine if requirements for majors, general education and certification had been met.

Counselors took part in college efforts to recruit and retain students at Mission, and administered day and evening orientation for new and re-

entering students. A total of 90 orientations were given to 1,200 students. Many were presented bilingually. For the first time orientations were scheduled for Summer Session applicants, and proved quite successful.

Counselors also advised student veterans about their eligibility and benefits, and prepared the annual report and budget of the Office of Veterans Affairs.

Foreign student applications were processed in the Counseling Office and counselors briefed the students on the regulations and guidelines of the Immigration and Naturalization Service (INS). Issuing student I-20s in compliance with INS requirements led to issuing I-20 visas. But, in spite of these activities, the number of foreign students at Mission College suffered a decline. The reallocation of funds earmarked for support and marketing of the International Student Program had a severe negative impact on the morale of those involved in the recruitment and retention of international students. Without those funds, there were no avenues for reaching the foreign student population and the international student market was neglected. It is hoped that this situation can be reversed in 1986-87.

The Office of Disabled Student Programs and Services (DSP&S) has continued to serve the disabled student on campus by providing special classes and comprehensive services in regular classes. The special classes are designed to improve basic skills in cognitive, affective, personal and vocational areas. Services included assessment, counseling, tutoring, mobility assistance, provision of special materials and assistive devices, referrals to community supportive services, liaison with other service agencies and instructors, vocational and academic guidance and referrals, and other individualized assistance that helped disabled students achieve parity with their college peers.

The total number of students served this year decreased from 108 to 71, and included 34 physically disabled, four visually impaired, two hearing impaired and 31 learning disabled students. The Office struggled through still another year of decreasing financial support. The demoralizing layoffs and enforced transfers also hindered the continuity and implementation of the program. An influx of severely disabled students further taxed existing resources. But new and more efficient ways to provide services were devised by an outstanding staff, and the Program was successfully maintained.

Although DSP&S accomplished all of its student-related objectives this year, in the future a stable funding source will be needed to meet service costs. Some disabled students on campus may go without help because they are not identified. Staff is hard pressed serving the present clientele, and there is no time or resources for additional recruitment efforts. Increased outreach activities, including an update of information provided to the campus community and in-service training for of staff and faculty,

are planned to reach these neglected students. The program goal for next year is to provide all the necessary services required by handicapped students at Mission College. An increase in both the number of students and the cost per student is anticipated. This will require an increase in resources through special fund development; however, the outlook for any funding increase is unlikely before 1987-88.

The EOP&S Office served 56 eligible students who made up 2.4% of the College's total enrollment and 11.4% of its full-time enrollment. The office completed its second year under a reorganized structure, wherein tutoring and peer advising were consolidated under one supervisor.

Program enrollment more than doubled in 1985-86, surpassing the increase of the previous year. Tutors spent over 300 hours helping EOP&S students in their studies. In January, a full-time recruiter was hired and major recruitment efforts were instigated to increase the EOP&S student population in 1986-87. The recruiter visited all feeder high schools, most of them on a regular basis. Advertisement depicting counselors, recruiters and students appeared in high school newspapers.

The EOP&S Office underwent an operational program review in March. The report of this review is available in the Financial Aid Office.

In April, the EOP&S Office went on its first cultural outing. Students and family members were taken by bus to the Huntington Gardens, Gallery and Library in San Marino. The event was appreciated and enjoyed by all participants.

Financial Aid. Although the Financial Aid Office had been reorganized from local to centralized, District operation, Mission College staff continued to provide a full complement of services to financially eligible students. An increase in students served resulted from the commitment of Financial Aid staff to provide satisfactory services in spite of a curtailment of resources during "retrenchment".

Available funding totalled $205,159, of which $161,971 was awarded to 104 students. Mission had a total applicant pool of 391, of whom 157 qualified for Pell Grants. Forty-five of these became ineligible by failure to enroll. Of the remaining 112 students, 95 received a Pell award for a total program expenditure for the year of $77,886. The increase from 1984-85 amounted to 71% more Pell dollars awarded to 61% more students. Unlike campus-based funds, Pell Program awards are limited only by the number of qualified applicants.

The College Work Study (CWS) Program employed 36 students who earned approximately $36,063. This represents a 50% increase in the number of students served and 29% increase in expended dollars over 1984-85.

The Supplemental Educational Opportunity Grants (SEOG) I and C Programs served a total of 58 students with $28,650, a 100% expenditure of avail-

able funds but a 12% increase in total students served and a 23% decrease in dollars expended.

The National Direct Student Loan (NDSL) fund had an available pool of $3,700 of which $2,750 was awarded and dispersed to three students. In contrast, the program awarded $21,938 to twelve students in 1984-85.

Special services. The Child Development Center again served a monthly average of 34 children from 31 families. The staff of one director and two teachers was aided by six student workers or recreational aides.

Ninety-eight percent of the student-parents were women and approximately 50% were single parents; 60% qualified for the lowest fee rate, based on family income. All but 15% enrolled only one child. The average number of units carried by the student-parents was six. This semester the children participated in the Cinco de Mayo celebration on campus, and the Parents Club had a successful fundraiser to help the program.

The Child Development Center lacks support personnel in the office. The projected budget for 1986-87 will maintain current funding.

After the removal of our placement director and the decision of the LACCD to close all placement offices, the administration of Los Angeles Mission College moved to retain this valuable service for its students and combined the Placement Office and the Career Center. They are both supervised by the one Career Counselor. The Career Planning and Placement Center is funded by both EOP&S (40%) and VEA (60%) monies.

The activities of both offices were extensive. Three community Women's Employment workshops were presented in collaboration with the North Valley YWCA and the County Department of Human Resources. The "Woman Together" noon meetings continued this year on a bi-weekly basis. The Placement Office also offered bi-weekly seminars on the Job Search, Resume Writing, and the Interview Process. Career Counselor JoAnn Barbier has been active in professional organizations. She is a member of the executive board of the Employer Advisory Group (EAG) of the Employment Development Department (EDD), and participated as moderator for the seminar at the Universal Sheraton.

The Career Planning and Placement Center contacted all new students who had requested information on career job placement counseling with letters describing its services and inviting them to come in and talk to a counselor. All women enrolled in non-traditional courses (those with 20% or fewer female students) also received informative letters. Close contact was subsequently maintained with all students served by the Center.

Monthly reports on the Career Center and Placement Center were distributed to administrators. Well over 1,000 students were seen by the counselor and over 250 tests administered, a 60% increase over last year.

The Learning Assistance Center (LAC) offered educational assessment and advisement, subject area tutoring, and individualized instruction in basic skills. The Center staff consisted of a director, assistant director, and seven tutors. The principal funding sources were EOP&S and VEA grants with small allocations from District Program 100 and the ASO Parking Fund. An increase of District funds is needed to accommodate the large number of students who are not EOP&S or VEA eligible. Approximately 600 students used the LAC, and one-third of these were transfer students who did not qualify for special funding. Limited space and decentralized facilities were also problems for the LAC.

Student activities. This year the ASO Council did an excellent job of sponsoring activities for the student body. A minimum of one activity was held each month and the ASO participated in all campus events. A "Salute to Faculty" was particularly successful. But problems that existed last year remain: minimal participation in ASO-sponsored events by the student body as a whole, a weakened source of revenue (resulting in a budget of $8,000 less than the next smallest ASO budget in the District), and the lack of sufficient advisor time to develop and sustain a program that would involve more of the campus as a whole. The Assistant Dean of Administration directly supervises the Council, and teaches the student leadership class, in addition to his major responsibilities. Thus the amount of time available to develop and sustain ASO Student Activities program is severely limited.

Athletics. The Athletic Program at Los Angeles Mission College consisted of four inter-collegiate sports: soccer and cross country in the fall and golf and baseball in the spring. While soccer and baseball are men's sports, golf and cross country were open to both men and women. Enrollment in these sports has remained consistent over the past three years with some increase in all four sports.

It is hoped that when the College develops its own sports facilities, enrollment in athletic programs will soar. Presently, the student athlete must drive extensive distances to arrive at a practice field. This represents a significant deterrent to many prospective athletes.

Community Services

As of April 1, 1986 Community Services at Mission College was incorporated into the Community Services program at Los Angeles Pierce College. This move was prompted by Board action as a means of rectifying deficits incurred by the District's least cost-effective Community Services programs. Pierce's program will provide the Mission College service area with Traffic Violators classes and other classes that have been cost-effective for Mission's program in the past. The Bilingual Education and Non-Credit Continuing Education Program Office at Mission College will

continue to facilitate those services for Mission College's service area that will be sponsored by the Pierce program. Because of the curtailment of the Mission program, no special events were held.

Non-credit classes. Mission College's pilot year (1985-86) for non-credit continuing education classes was extremely successful. This year, Mission College's Continuing Education Program generated over 1,000 average daily attendance (ADA) in non-credit class enrollments.

Planning, Research and Development

Long-range planning. The primary formal planning projects for this year were related to the accreditation of the College and the development of permanent campus facilities.

The College was required by the Accrediting Commission "to report by March 1, 1986 on the team recommendations concerning goals and objectives, the development of a permanent site, and the clarification of the cluster concept". The Commission scheduled an interim visit on April 22 from Dr. A. Robert DeHart, President of De Anza College.

As reported in the 1984-85 Annual Report, the College had been extensively involved in long-range planning, including a college-wide activity designated as Educational Strategic Planning (ESP). Because the College President was to be on a sabbatical leave from September, 1985 to April, 1986, the primary responsibility for developing the interim report was assigned to Dr. Raul Cardoza, College Vice President. Dr. Cardoza worked with an Accreditation Subcommittee to develop an interim report, which was submitted to the Accrediting Commission on March 13, 1986. Unfortunately, Dr. Cardoza was transferred to East Los Angeles College prior to the completion of the interim report to the Commission. After Dr. DeHart's visit and his report to the Accrediting Commission, Dr. John C. Peterson, Commission Executive Director, notified the College on June 19, 1986 that "two of the three subjects of the interim report had been acceptably addressed. The cluster organization concern and the permanent campus concern appear to have been resolved and the Commission accepted those two parts of the report." However, the Commission requested that the College submit a report addressing the planning/goals/objectives concern by December 1, 1986, with a one-day visit to follow.

The College was also confronted with a major change in the plans for the permanent campus. For several years, the College had submitted to the State a two-building Phase I plan for permanent campus facilities. In August, 1984, it was learned that while the California Postsecondary Education Commission had approved the establishment of the College, it had not authorized state funds to be used for construction of facilities.

The College and the District Office staff worked with the Commission staff during 1984-85 to develop enrollment projections and other materials necessary for the Commission's approval of proposed permanent facilities.

On October 7, 1985, the Commission Director wrote Chancellor Koltai to indicate that the official enrollment projections of the Department of Finance did not justify the need for a permanent campus for Mission College. Dr. Koltai appealed the staff's conclusions and requested the Commission's reconsideration of the request for State funding.

In December, 1985 and January, 1986, the Board of Governors of the California Community Colleges considered the District's request for funding and approval a scaled-down version of the original funding request. One building of 48,550 assignable square feet was approved, rather than the original proposal for two buildings of 86,006 assignable square feet. In April, the California Postsecondary Education Commission approved this revised request by the District.

The reduction in space required the College to considerably revise the plans for the new campus. While some of the functions which were to have been housed in the Learning Resource Center were able to be incorporated into the remaining Instruction/Administration Building, some functions that were to have been housed in that building had to be eliminated, and other functions originally planned for the LRC were also left out.

The College is currently making decisions about the functions no longer housed in the single State-supported building and working on plans to include these functions in non-State supported facilities.

In summary, the planning process at Mission College was not sufficiently formalized and systematic to pass the review of the Accrediting Commission. However, the College has been confronted by planning requirements that are not faced by any other college in the District: to combine current operational planning with the development of a new campus which must open in the late 1980s, but on a scale severely reduced by the State's review agencies.

Research projects. Research is a college function that tends to lose funding during hard economic times, even though good research is essential to the best utilization of limited funds. One of the severest criticisms by Dr. DeHart in his report to the Accrediting Commission was about "the complete lack of trend data for the community" in the materials that were provided. The point was made to Dr. DeHart that in a college the size of Mission, planning is carried on "intuitively," without extensive research analyses and master planning documents.

While the point can be made that much successful planning is carried on intuitively, planning and development should be informed by good data collection and analysis. Staff and funding for such research has not been available at the College during this year. The College hopes that some assistance may be provided in the coming year by students from the Graduate School of Education at UCLA. Discussions on this possibility have taken place with the Chancellor and the new Vice Chancellor of Educational Services.

Program development. While planning and research were not carried on in a sufficiently formal and systematic manner, the College did plan operationally through the budget process and the practical business of new program development. The College started its own PACE program which had taken several years to develop at Harbor College, and made a dramatic first-year success of it. PACE (Program for Adult College Education) is intended for adults working full time, giving them the opportunity to complete an associate's degree in five semesters. During the first fall semester, 192 students were enrolled. By the spring semester, the number had increased to 255 students. The success of Mission's first year with PACE not only encouraged the College to plan an expanded program for Fall 1986, but also caused four other District colleges to begin their own PACE Programs in 1986-87.

Special fund development. This year an administrator was assigned 1/5 time to resource development. Besides the continuing projects, which include EOP&S, VEA, Handicap, and Bilingual Programs, the College was successful in obtaining funds for Companions for Recovery, a special project of the Fund for Instructional Improvement. The state funded a Foster Parent Training Program. Proposals have been prepared and submitted to the California Community Foundation, The Ford Foundation, and again to the State for continuance of Foster Parent Training.

The resource development function still has two basic needs: an administrator with adequate assigned time to oversee the process of fund development so that the College can match faculty ideas with available resources, and establishment of priorities so that funds developed will fit into the College's overall mission and help to achieve its goals.

Volunteer program. This was the first year in which Mission College officially participated in the Volunteer Workers Program; it was a resounding success. Six volunteers worked a total of 2,500 hours, as custodial helper, clerical helper, tutor and administrative assistant. A conservative estimate of the cost of this help, had the College paid the going rate, was $15,000. Needless to say, the College will continue to expand this program in the future.

Community Relations and Marketing

Public information and student recruitment. This year, the Office of Public Information disseminated more than 100 news releases and public service announcements to local media outlets, including newspapers, and radio and television news organizations. The Office succeeded in planting weekly stories in the local San Fernando Sun as well as articles of special interest in the Daily News and Los Angeles Times. It also assisted the campus recruitment efforts by developing print and radio advertising campaigns for the 1985-86. Tasks included writing a promotional college bro-

chure, departmental bookmarks, newspaper display ads and radio announcements. The Office also helped prepare the final draft of the College's Accreditation Report.

In spite of limited funding and staffing, the College maintained a recruitment program. The Campus Recruitment Committee met several times during the year to review plans for continuing students, high school students, the community at large and business and industry. This was done in conjunction with the campus Strategic Planning Committee. To insure good communication, the Committee included representatives from every college department. But limitations were evident in staff available and funds to develop needed materials. Despite valiant efforts by the District's Public Information Officer, his assignment of one day per week was insufficient to meet the needs of the college. The new administrative organization of the campus will allow recruitment to become a major responsibility of one administrator. However, to develop an effective marketing program, more staff and resources must be allocated to marketing, including an emphasis on research.

Counselor and faculty visits to high schools were, and will continue to be, a major focus of recruitment. Publicity for the PACE Program helped recruit full-time students.

Articulation with schools and colleges. Formal articulation of courses and programs with University of California and the California State Universities was effected through the good offices of the District Educational Services Division. Representatives from CSUN and UCLA had regular office hours on campus and interacted with counselors and staff. Counseling staff also maintained regular contact with feeder high schools.

The College rented space at Granada Hills and Alemany high schools as outreach locations for evening classes. A political science class was also taught specifically for Granada Hills High School students, and a mathematics class specifically for Cleveland High School students at the school. In April, Granada Hills High sponsored a luncheon honoring Mission College.

The College offered a Child Development class at Alexandria Elementary School as part of the Bilingual Education Program. Three non-credit education classes were offered in career guidance and job skills and three courses of career guidance and human relations. These courses were given at the Pacoima, Venice and San Pedro/Wilmington Skills Centers. The College intends to continue both of the above programs.

College representatives met with the Los Angeles Unified School District (LAUSD) Adult Education Division to implement a districtwide outreach noncredit program in custodial and plant managerial training; LAUSD will provide the training facilities. Meetings were held with Dan Isaacs, Superintendent for High Schools, to discuss further cooperation between the College and the Unified School District.

Contacts with business and industry. During 1984-85, Mission College provided educational services to several employers. A program with California State University, Northridge offered workshops in basic skills for non-certificated employees. The California Conservation Corps Oat Mountain Center requested that Mission College hold several classes on site in the areas of ESL, career training, basic skills and physical training. Classes in office administration for customer service representatives were held at Pacific Bell for the fall and spring semesters, with 85 students enrolled. Management 31 was taught on site for Sierracin Corporation supervisors. Courses in chemical dependency were taught at AMI Medical Center in North Hollywood, which made it very convenient for employees to attend.

Mission College is continuing its five-year program in training supervisors at Price Pfister. This project was initiated by the company after it realized that in five years, due to retirements, they will need a new management workforce.

Two courses in finance were taught at a local Bank of America branch office in the evenings for bank employees and potential bank employees to upgrade their skills. A course in microcomputer applications was held at Pacific Bell to upgrade employee skills. Electronics skills of employees were also upgraded in a special program with Anheuser Busch.

Administrative Services

Facilities. Major facilities projects completed this year included removal and replacement of all partitions, bookcases, files, tables and equipment in the library to facilitate the repair of structural termite damage. A temporary reference library was set up in the Kalisher Complex during the repairs. Exterior painting was done by staff and student workers. The Child Care Center was moved from the existing site into storage, pending completion of space in the new Child Care facilities in the Huntington Building. These and other tasks were accomplished in addition to regular maintenance work, by a staff of three "A" shift employees.

The Bookstore, a specialty store with customers primarily restricted to students and staff, operated at a loss in 1985-86. It has a long standing good neighbor policy, and does not knowingly carry any merchandise that may directly compete with local stationery and department stores. The product mix of the College's store is 94% textbooks and 6% non-textbooks, while the national standard is 70% and 30% respectively. Stores which meet the national standard are most likely to show a profit.

The Bookstore processed textbooks for over 600 classes, issued over 1,000 purchase orders and maintained extended operating hours during peak regis-

tration periods and evenings. It had a total staff of two and produced over $280,000 in gross sales.

Plant operation and maintenance. The College operated in 12 leased locations, occupying 90,400 square feet of full-time facilities. Operations continued without a senior custodian, and another custodian was on an extended military leave of absence. For 75% of the year, the Office was without an intermediate clerk-typist, whose position should have been filled.

Plant Facilities performed 20 staff relocations, including moving the entire Music Department to the Cultural Arts Center. Also completed was the relocation of the Plant Facilities and Bookstore storage areas from a previously rented four-bay garage, to the former diesel shop.

The continued lack of appropriate funding, again, left only passive energy conservation measure to implement. Despite rate increases, the College held closely to last year's costs.

Business Office/Fiscal Operations. Fiscal Operations was responsible for collection of fees, management of funds, and protection of fund integrity. This year the Business Office processed over 11,000 student registration transactions, of which 9% related to financial aids, 1% were credits and 10% were drop fees. It also issued approximately 900 refunds; 94% were registrations and 6% were financial aids.

All funds collected were deposited to the banks designated by the District the very next day. The process of tabulating, reconciling, and reporting placed great demands on office resources, especially during peak registration periods. At the same time, staff were consistently being interrupted to serve as cashiers. As a result, their normal duties were either postponed or delayed. Such measures hampered every function in the office. Nonetheless, a clerk-typist position went unfilled.

Funds from all sources were audited by various governmental agencies, district auditors, and outside contract auditors. The integrity of such funds as EOP&S, VEA, Child Care, Bookstore, ASO, Bilingual, Handicapped, Journalism, General Funds and Special Funds, once being allocated, became the concern and responsibility of the Business Office.

The College Fiscal Administrator (CFA) served as the custodian of the ASO Fund as designated by the Board of Trustees. His responsibilities included fund investment, budget, expenditure and accounting. The Board held the same administrator responsible for the ASO revolving cash fund.

All administrators, staff and faculty reported the time worked and the time variance to the Fiscal Operations Office. All time reported was con-

sistently and constantly verified against class schedules and time sheets for accuracy.

Although Fiscal Operations expanded its administrative and managerial functions, its staff allocation continued to be limited for 1985-86. It was a year of maximum achievement with minimal resources.

Budget. The budget for fiscal year 1985-86 was $4,725,008, plus $62,000 for the Bilingual Program and a $72,630 augmentation for the PACE Program. The total, $4,859,638 was a reduction of $228,630, or 4.4%, from 1984-85. Because of changes in administrative personnel, the responsibility for the management of the reduced resources was transferred three different times to the Vice President of the College (July 1, 1985 to December 31, 1985), the Acting Vice President for Administration (February 21 to June 30,1986) and finally to the President's Office staff. These personnel transfers had serious impact on the normal review and authorization of expenditures.

In September 1985, the College responded to a District mandate to reduce its appropriation for non-regular classified and unclassified employees, supplies, newspaper reproduction and capital outlay by $35,000, and a budget adjustment was implemented. A particular reduction, in the area of Safety and Police substitute and relief, resulted in the depletion of that account in mid-December. Coverage was cut to an unacceptable minimum, at which time a District augmentation was received allowing coverage to return to the previous level for the remainder of the year.

The College Budget Committee met four times between mid-November 1985 and the end of March 1986 to attempt to address an original 1986-87 allocation which represented a $1,147,000 reduction of the 1985-86 budget. In April, the original allocation was withdrawn and a new allocation received. The Budget Committee then met weekly until the school year ended in order to prepare the College Operational Plan.

Faculty Senate and AFT representatives, the ASO President, and the cluster chairs, met during the month of June to consider unresolved items and formulate specific proposals for unallocated Component II funds.

Security and safety. The College Police succeeded in meeting their goal of maintaining a safe, secure campus. There were no reported crimes against persons. The fourteen reported incidents represent a 26% decrease in the total number of reports. All involved loss/damage to property. However, the dollar value of loss ($3,941) represented a 5% increase over last year. Of the $3,941, $2,306 was loss/damage to District property.

The College Police Captain performed the additional time-consuming assignment of supervising switchboard personnel without any additional re-

sources. The College Police clerical position remains unfilled due to budgetary constraints, causing a hardship on the staff and reducing the effectiveness of the Safety and Police Program.

The single patrol vehicle is five years old with 77,000 miles on the odometer. A second vehicle is needed to patrol the extended area of the College. There is an urgent need to fill the two vacant officer positions. Hours of coverage have been extended to include Saturdays, and the College will no longer be able to use off-duty LAPD officers in lieu of regular staff after July, 1986.

Staff Relations and Development. The College Affirmative Action Office representative continued to participate in all selection committees for new employees. This year marked another year of decrease in staff size, so no progress was made toward the College's interim goals to decrease underrepresentation in certain personnel categories. But goals were considered in each opening that occurred.

Affirmative Action activities this year included a special program on Black History Week, a Cinco de Mayo Program, and a "Handicap Awareness" group experience for students and staff. In addition, members of the faculty and staff participated in in-service training sponsored by the District to provide equal opportunity for all employees to succeed and advance at the College and the District. Mission College staff also participated in a workshop on guidelines for civil rights compliance, a drive-in conference on discrimination complaint procedures, and a conference of the Association of Mexican-American Educators.

The College anticipates that next year will be a year of maintaining staff size. Cuts, transfers, and additions must be monitored carefully to assure equal opportunity for all.

SUMMARY

Mission College survived an extensive change in administrative staff, proposed changes in faculty, a reduction in classified staff, and a reduced budget. Despite these vexing problems, the College grew in enrollment, WSCH and average class size. The College grew through a new PACE Program as well as regular offerings, and expanded contacts with business and industry.

Letters were sent to students who were experiencing academic difficulty, and also to potential transfer students, urging them to make appointments for counseling. The College became part of the "Passport" Program, an intensive transfer program in cooperation with selected four-year institutions. Developmental offerings still need more refinement and coordination.

The faculty continued to be active in the community, and varied outreach activities were successful. The LRC met the challenge of reduced staff and budget and managed to continue service. Admissions and Counseling were able to process and effectively serve students, but their resources were sorely taxed.

Mission's Handicapped, EOP&S and Financial Aid programs continued to serve students successfully, but all have reduced budget and/or staff. Placement activities were continued by combining the Placement Office and the Career Center; this joint office was extremely active.

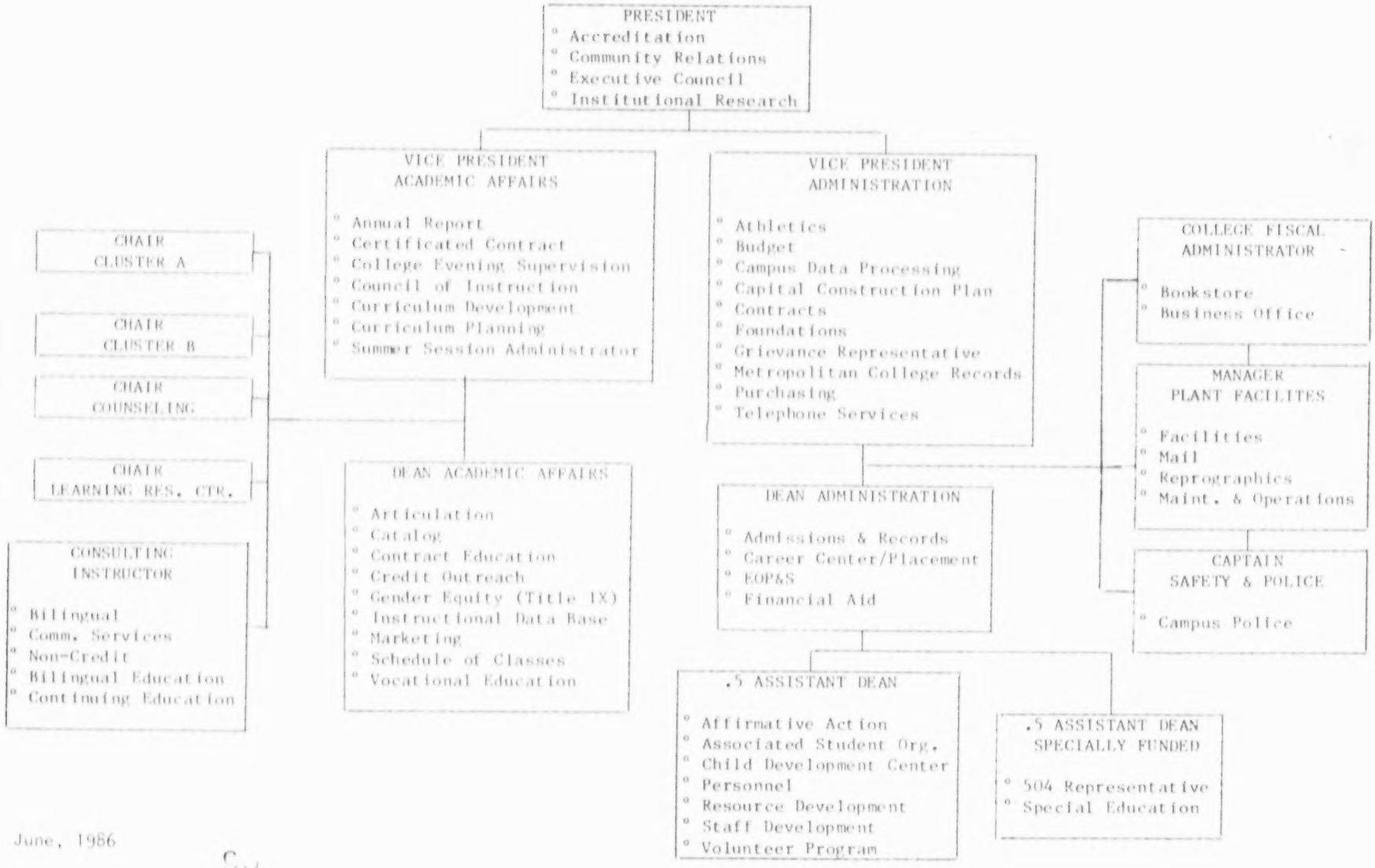
Community Services was incorporated into the Community Services program at Pierce College. A non-credit continuing education program was initiated and generated significant average daily attendance (ADA).

Mission stepped up its marketing effort and increased contacts with both high schools and four-year colleges.

Lack of a permanent site remains the College's main problem. Funding for a single building was finally approved by all of the necessary committees, commissions, and legislative bodies, only to be vetoed by the Governor. The College is still actively pursuing its goal of a permanent facility and, with the District's help, will have final drawings and site preparation ready in anticipation of successful funding in 1987-88.

Despite the various setbacks experienced, Mission College is moving ahead. The faculty, staff and administration all have a positive attitude. The College should continue to grow with a permanent campus serving the North San Fernando Valley.

LOS ANGELES MISSION COLLEGE
FUNCTIONAL ORGANIZATIONAL CHART



June, 1986

L O S A N G E L E S P I E R C E C O L L E G E

THE COLLEGE

Community served by the College

Pierce College is located in the western portion of the San Fernando Valley, approximately 25 miles from the center of the City of Los Angeles. The college serves the communities of Agoura, Calabasas, Canoga Park, Chatsworth, Encino, Granada Hills, Northridge, Porter Ranch, Reseda, Tarzana, West Van Nuys, Winnetka, and Woodland Hills. The 1980 census indicated that the ethnic characteristics for these communities were 86% white, 10% Hispanic, 2% Asian, 1% black and 1% other. During the Fall 1985 semester the ethnic composition of Pierce's student population was 74% white, 9% Hispanic, 11% Asian, 3% black and 4% other. A comparison of the service area and student populations reveals that enrollment percentages were slightly higher among non-white groups. Residents of service area communities are fairly affluent, and many are employed in computer, electronics, and aerospace industries. Continuing development of industry and business to the west and north of the campus is bringing about significant changes in the educational needs of the west valley communities.

In 1985-86, Los Angeles Pierce College had the largest enrollment of any college in the district. In fact, approximately one out of every five students enrolled in the District was enrolled at Pierce College. The College reported the highest percentage of whites (74%), the highest percentage of students under 25 years of age (60%) and the highest number of transfers to public California universities. As in other colleges, female, part-time, and day students were in the majority.

The 1985-86 fiscal year saw a continuation of funding reductions. These reductions are a result of the interaction of a number of factors including the full impact of Proposition 13, a reluctance at the State level to fully fund the community colleges, and a continued decline in enrollment. These reductions resulted in the loss of student and other services and a decline in the number of employees. Nevertheless, Pierce College was able to carry out its mission, although this is becoming more and more difficult to accomplish.

Mission and Function Statement

During the 1984-85 academic year the campus initiated a study to evaluate the mission and function statements of the College and adopted the following mission statement:

> Los Angeles Pierce College, with its inviting open-admission policy, is committed to quality education and to providing

the community with diverse and enriching activities. This mission is achieved through the following functions:

1. Pierce College provides lower division programs for students wishing to pursue baccalaureate degrees at universities or other institutions of higher education.

2. Pierce College provides a variety of occupational and professional programs for entry-level employment and the upgrading of existing skills. The College also provides opportunities for retraining in new careers as well as other unique educational partnerships with business and industry.

3. Pierce College offers students a variety of courses in response to their individual needs for general education and other opportunities for personal and cultural growth.

4. Pierce College provides opportunities for students who are physically disadvantaged, for students who have limited English-speaking skills, for students who are especially gifted and talented, and for students who qualify for financial assistance.

5. Pierce College offers students preparation for successful learning through educational and career counseling, placement testing and guidance in program selection, and developmental programs for students who need to improve their learning skills.

6. Pierce College responds to local needs and interests with a variety of non-credit extension classes and recreational opportunities to enrich the personal life of the individual and enhance the social and cultural life of the community.

College Goals

In pursuit of its mission and functions, specific College goals are:

1. To preserve the central campus bordered by Winnetka, Victory, De Soto, and Oxnard for the support of existing and future college programs.
2. To nurture a feeling of belonging, involvement, and sharing in the process necessary to reach college goals and personal fulfillment.
3. To improve the communication network to enhance understanding, participation, and decision making.
4. To work with the community as educator, as provider of services, as neighbor, and as a partner in community development.

5. To further develop the variety of high visibility performing and visual arts while integrating College activities with the cultural development of the West San Fernando Valley.
6. To develop and implement a plan to distribute and decentralize decision making to its most effective level.
7. To improve the appearance, safety, comfort, and cleanliness of the campus, while preserving the rural atmosphere.
8. To develop and implement a coordinated plan to acquire state-of-the-art equipment through fund raising, Vocational Education Act (VEA) monies, grant proposals, industrial liaison, and non-traditional sources.
9. To maintain a facilities plan to meet the needs of the College.
10. To develop and implement a strategic management plan to be used in program evaluation and resource allocation.
11. To attract the community to the many opportunities and quality programs of the College.
12. To provide up-to-date and comprehensive occupational programs so that students can be valued employees.
13. To maintain a functional level of staffing in academic programs and support services in accordance with affirmative action principles.
14. To encourage students and student organizations to assume academic, social, cultural, and recreational responsibilities.
15. To maintain a transfer education program from which students can transfer to a university with full academic parity.

Several committees met during the 1985-86 academic year to develop many of the goals listed above. Most significant has been the development of a process for strategic planning to be implemented for the 1986-87 academic year.

College Organization

No major changes in the structure of the college organization occurred in 1985-86. However, four administrators did retire: Herbert Ravetch, President; Robert Chase and Lee Ross, Deans of Academic Affairs; and William Lewis, Dean of Student Services. They were replaced by David Wolf, President; John Farhood and Paul Whalen, Deans of Academic Affairs; and Arthur Hernandez, Dean of Student Services. Some minor changes in functions occurred in the area of Student Services. Richard Moyer, Assistant Dean of Student Services, became responsible for the Athletics Program and Arthur Hernandez became responsible for Financial Aids and the Child Development Center.

A chart illustrating the organization of the College at year's end is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

The instructional program continues to be outstanding in quality and in variety, although declining enrollments have caused a continuing cutback in the number of courses, both day and evening. The Classified Staffing Plan continues to affect collegewide capabilities and in general has made sustaining the instructional program more difficult.

The first census enrollment for the Fall 1985 semester was 17,393. This represented a loss of 1,893 students, or 9.8% when compared with the Fall 1984 semester. However, the loss in weekly student contact hours (WSCH) was 8.4%, more than a percentage point less than the loss in enrollment, which indicates that students were enrolling in more courses.

The factors responsible for the loss in first census enrollment and WSCH are many and varied, demanding a complex analysis. It should be noted, however, that the Fall 1985 semester also saw a 10.8% drop in instructional FTE. Because the loss in instructional staff was greater than the loss in WSCH, the WSCH per FTE increased from 450 to 462, a gain of 2.6%. This can be seen as an increase in productivity arising in part from the nonreplacement of faculty in low vitality areas and replacement and increase in faculty in high vitality disciplines.

Instructional Programs

Transfer. The College continued its emphasis on the transfer curricula in 1985-86 and continued to rank high in the number of transfers to the University of California (UC) and California State University (CSU) systems. Several new programs were initiated to support the transfer function.

The Pierce Honors Programs was reorganized into the PRIDE Program, designed to attract the highly motivated student who wants to maximize his/her preparation for transfer to the four-year college or university. Participants in the program receive priority registration, enrollment into special PRIDE classes, early bookstore priveleges, special counseling services, recognition of completed honors classes in the student's permanent record, and other services.

Pierce College entered into a cooperative venture with the University of California at Los Angeles (UCLA) Transfer Alliance Program. Over 60 students were redirected to Pierce College for their lower division studies. If these students maintain a 3.0 overall grade point average (GPA), carry a minimum of twelve units per semester, complete 56 units of transferable work in two years and complete six of the PRIDE Program classes, they are guaranteed priority admission to the College of Letters and Sciences at UCLA. A similar program is being developed with California State University, Northridge (CSUN). The PRIDE Program consists of honors classes which are open to all students meeting the minimum requirements. Upon successful completion of one of these courses, "Honors" is placed by the course on the student's permanent record. These honors classes provide an enriched curriculum for high GPA transfer students.

This year the College received $365,771 for new equipment under the State Instructional Equipment Grant. Most departments received equipment, but the purchase of six microcomputers for the Math Lab was especially significant. The Math Lab was under development during the year and will, in the future, make a major contribution to the math education of Pierce's students. For the first time, Pierce College entered the national math competition for community colleges sponsored by the American Mathematics Association for Two-Year Colleges (AMATYC) and placed fifth. Major equipment purchases from the State Instructional Equipment Grant and funds from the Foundation for Pierce College enabled the Chemistry Department to replace much outdated equipment. The Chemistry Department also initiated a highly successful Chemistry Speaker series featuring outstanding chemists from many colleges and universities in Southern California.

One of the most significant changes which took place in the transfer program in 1985-86 was the reduction in faculty positions. Several disciplines recorded losses in instructional full-time equivalent (FTE) in excess of 25%. These included developmental communications, environmental sciences, humanities, meterology, personal development, photography, and physical science. In developmental communications, meterology and photography, increases in WSCH/FTE in excess of 25% clearly show that staffing levels had fallen below that required to meet the needs of the students. Developmental communications, French, meteorology and Spanish showed major increases in WSCH/FTE, reaching more than 500. Significant decreases in WSCH/FTE were recorded in anatomy and physiology, geology, history and law, humanities, Italian, microbiology, and physics.

Vocational. The vocational programs at the College continue to be strong. While the College WSCH declined 8.4% for the Fall 1985 semester, the vocational disciplines declined only 7.8%. While the business and technology areas showed declines in WSCH slightly greater than that of the College as a whole, computer science, nursing and allied health, and architecture showed very small declines. Agriculture actually showed an increase in WSCH of 0.3 percent. Thus, many of the vocational departments were able to maintain past enrollment levels in spite of declines in staffing and other problems.

The agricultural program at the Pierce College farm is one of the College's most unique resources. Community support for the farm was evident by the public response in the media towards perceived threats to the farm by the sale of Pierce property. A revitalization program is under study in order to bring farm expenses within the greatly reduced budget and to move agricultural education in new directions appropriate for the last years of the 20th century. Unfortunately, the 1986 Annual Rodeo, a long standing tradition in the West Valley, was cancelled because no spectator insurance could be obtained. A new horse area has been built and was used by equestrian classes for the first time.

A new microcomputer applications laboratory was equipped for office administration and new courses and programs have been developed, all through a state grant from the Employment Training Panel. Two new fast-draft stations have allowed hands-on experience and curricular changes in computer-aided drafting. Funds were also received for the purpose of sending faculty to industry workshops to be trained in state-of-the-art technology in the areas of office administration and computer science. Pierce College is also participating in the Defense Contracting Administration Services (DCAS) program for the Department of Defense.

Los Angeles Pierce College received $261,892 in VEA support which including funding for special projects in the area of the handicapped and disadvantaged student, adult education, and gender equity. Of this amount, $142,000 were used to purchase new equipment in agriculture, computer science, electronics, nursing, office administration and architecture.

The Dean of Vocational Education continues to build strong liaisons with local business and industry and meets regularly with community advisory committees. Many projects are currently being developed for the 1986-87 academic year.

Developmental. With the increase in the number of limited-English-speaking students and the decline in basic skills proficiency of the student population, a demand for developmental activities has emerged. A districtwide committee was formed to study the impact of the limited-English-speaking students on the college's instructional program.

Faculty achievements and development. During 1985-86, two faculty members received Ph.D. degrees and at least four others are well on their way to earning their doctorates. Faculty published many articles in professional publications and two textbooks. Many faculty received recognition locally and/or nationally for achievement in their disciplines or served on national committees. Three faculty members presented papers at national meetings.

Several workshops were conducted for faculty development. They included Legal Issues in the Classroom, conducted by Warren Kinsler, from the District General Counsel's Office; Teaching the Underprepared, conducted by Dr. Phoebe Helm; Teaching Techniques for Underprepared Students, conducted by Dr. Joan Carter-Wells; How Can We Deal with Underprepared Students, conducted by faculty members Mary Duxler and Minnette Lennier; Word Processing on the IBM, conducted by the Office Administration Department; a Chemistry Seminar Series; and Reinvestments of Self in the Teaching Career, conducted by Kenneth Waldman and sponsored by the Life Science Department. There were also two special workshops conducted for the administrative team. The first was Dealing with the Press, conducted by Make Cornner of the Media Arts Department. The second was a series of four afternoon sessions on the microcomputer and the use of word processors, data bases, and spreadsheets conducted by Sue Krimm of the Computer Science Department.

Library and Learning Resources Center (LRC). Insufficient funding continued to cause a decline in the ability of the Library and Media Center to serve students and instructional staff. The problem was alleviated to a small degree by a special allotment from the District, but the Library collection was still deficient in books published within the past few years, and the periodical collection did not meet the needs of the college community. In spite of the loss of another clerical position, the Library was able to maintain hours, but any further reductions in staffing will result in reduced service. Funds from the State Instructional Equipment Grant were used to purchase computer equipment for library record-keeping.

The Media Center shares many of the same problems as the Library. The purchase of new material is minimal. Some new equipment was purchased under the State Instructional Equipment Grant. However, older equipment must still be extensively used, and the layoff of the Audio-Visual Technician has curtailed its repair and maintenance. Plant Facilities attempted to fill the breach but the A-V maintenance problem remains critical.

Student Services

Admissions and Records. Even with fewer students enrolling, the Admissions and Records Office was understaffed. Not only were functions required by the District and state not performed in a timely manner, but services to the students and community have been severely curtailed. The inability to provide the proper level of service to the community has likely contributed to the decline in enrollment.

This year an attempt was made districtwide to deal with the staffing problem by expanding the automation of admissions and records functions. An on-line automated verification system was initiated which significantly decreased the time required to produced verifications of enrollment and records of work in progress. The development of the new automated transcript system was completed and is scheduled for implementation for the Fall 1986 semester. This will markedly reduce the time required for transcript production, which this past year has varied from three to eight weeks.

In order to increase enrollment, the registration procedure was analyzed and new features successfully introduced. Registration functions were physically divided. The Faculty Dining Room was used for completion of the Directory and Course Request Card, checking for closed classes, and consultation with counselors and faculty advisors. The student then went to the Campus Center to have his or her program entered into the computer and to pay fees. The College also initiated a registration volunteer program, whereby over 100 students worked 12 hours or more during registration in return for being allowed to register early. These changes enabled the College to increase the number of students registered per day and decrease the number of days required for registration. At the same time the college was able to greatly reduce the time needed to register.

Counseling and Services to Special Clienteles. Personal, vocational, educational and career counseling was provided on both a walk-in and an appointment basis. An average of 1,200 students were counseled each month. The counseling staff offered weekly workshops on UCLA and CSUN transfer, with their counselors available to Pierce students once a week.

The services of the Career Center were extended. Local industries were contacted with offers for use of the center's testing, counseling and Eureka Career Information systems. Evening service was limited to one night a week.

Extended Opportunity Programs and Services (EOP&S) served 328 students in 1985-86. The addition of a half-time recruiter reflected increased efforts toward outreach. Visits were made to 24 schools and 12 agencies. A two-year Limited-English-Speaking Program was funded by the California Community Colleges Chancellor's Office for the development and testing of tutoring materials for use with EOP&S students for whom English is a second language.

Special Services for Disabled Students served more than 400 students in 1985-86. The largest categories of students served were those with mobility problems, hearing loss and learning disabilities. Special Services continued to develop computer software for deaf students and obtained two Apple IIe microcomputers, to bring its total of computers to 9. Other major equipment purchases included a closed-captioned decoder, a TDD answering machine, a VHS video recorder, and two new audio recorders. The League for Innovation named Program Director Norm Crozer Innovator of the Year.

The Women's Center was able to increase the number of scholarships available to returning women from 8 to 12. The Center offered an average of two to three programs per week throughout the semester, in addition to 27 workshops. The weekly Returning Student Support Group has grown and Free Legal Advice was given to 84 students, faculty and community members. Return to Education Day was reinstated after a two-year hiatus. The Center also was able to update and increase the size of its mailing list. Plans are to expand the list by 100 new names each semester.

In 1985-86 the Veterans' Office assisted approximately 600 veterans and dependents; 500 awards were received. The new program 106 was implemented to provide benefits for members of the Active Reserve and the National Guard.

The Foreign Students Program grew significantly in 1985-86, serving 235 students from 54 countries. The Program provided a special foreign student counselor plus many social and cultural activities. The grade point average and transfer rate of the foreign students were higher than those of the overall student population.

Financial Aid. The Financial Aid Office reorganized their procedures to ensure completeness and accuracy of student aid files before forwarding them to the Central Financial Aid unit. The office required evidence of satisfactory academic progress, to maintain a firmer control over financial aid recipients.

Financial aid was paid to 566 students in 1986-87. In spite of the small staff the Financial Aid Office assisted 7,068 students at the counter, handled 5,106 phone calls, and distributed 1,291 handbooks. The office processed 350 GSL loans, 178 fee waivers, 130 fee credits, 516 fee deferments, and 470 emergency loans. A total of 641 applications were sent to the Central Financial Aid Unit.

Special Services. The Study Skills/Tutorial Center initiated a new course, Supervised Learning Assistance 900, which enabled average daily attendance (ADA) reimbursement to be claimed for students receiving tutorial services. A special VEA grant allowed replication of an existing program for vocational students. Support from the Associated Student Organization (ASO) and a private donation enabled the center to purchase two additional Apple IIe computers for the instructional laboratory. The Center worked with the Mathematics Department in the establishment of a computerized Math Lab and assisted in the development of programs in agriculture, computer science, numerical control, nursing, physics, and Spanish.

Although the Placement Office is no longer funded by the District, the Office was maintained by the ASO, which funded the salary of a part-time employee. The Office served 6,600 students through 4,800 job listings, and over 300 apartments and homes were advertised for student housing.

Student Activities. The Associated Student Organization was especially active in 1985-86, and continued to make significant contributions to the funding of co-curricular activities and equipment purchases.

In spite of financial limitations, Pierce College fielded teams in 18 sports. This was accomplished through the financial contributions of the ASO and the extraordinary efforts of the coaches, athletic directors and participants. The College initiated the Brahma Bowl, one of six community college football bowl games in the state, and won the first game along with the conference title. The cross country program was reinstituted, the water polo team placed second in conference, the volleyball and tennis teams won their conference titles; and the wrestling team placed three members in the state meet. Paul Xanthos was named state tennis coach of the year.

Community Services

In 1985-86, Community Services offered a wide variety of recreational, cultural and non-credit educational experiences to provide alternative

learning and leisure-time activities for residents of the community. Ten off-campus sites housed activities for citizens seeking classes in their neighborhoods. Over 500 Gold Cards were issued to senior adults, bringing total cards issued to more than 9,000. All activities, evaluated regularly, continued to fulfill the objectives of the program. While Community Services was limited by fiscal constraints, careful management permitted some increase in the size and scope of the program. Maximum participant contact increased the income generated for 1985-86 by more than $32,000. A totally self-sustaining program is the ultimate goal.

Non-Credit Classes. Short-term non-credit offerings addressed the need for personal growth, career development, recreational and special interest programs. Many classes offered continuing education hours for relicensure, job upgrading and promotion. Students of varying ages attended 1,430 classes; enrollment exceeded 22,000, about the same as the previous year.

Events. Because of fiscal limitations, only two community events were held this year: the eighth annual "Sounds of Christmas" concert and a Summer Youth Musical, "The Video Zone." Although cultural offerings were reduced in scope, innovative methods of financing these presentations, such as shared-house percentages with artists or companies, and co-sponsorship with on-campus groups and community agencies have ensured continued cultural programming.

Special Services and Facilities. Evening and weekend open-recreation programs decreased in number this year. Civic Center permits were issued to qualified community groups and organizations, and efforts were made to recover costs of implementation. Active participation and articulation with community groups and organizations increased communication and awareness of the College and the Community Services program. More than 9,888 children and adults from the greater Los Angeles area were conducted on 494 guided tours of the Pierce College farm, and the summer program "Day on the Farm" offered 137 tours for 2,738 children from schools, campus and other programs.

Planning, Research and Development

Long-Range Planning. In 1984-85, Pierce College developed a statement of missions and goals. This year, a subcommittee of the Mission and Goals Committee was assigned tasks of communications, decision making, and management. Discussions within the subcommittee laid the groundwork for a strategic planning and management process acceptable to all interested parties. This goal has not yet been attained. However, the plan calls for starting with a relatively simple format which will ultimately evolve into a more complex system. This will be accomplished when the participants are sufficiently comfortable with each step to accept an increase in complexity and reporting requirements. The administrative policy will be

to delegate the decision making to as low a management level as possible, preferably in each activity center, such as the department. It is anticipated that the initial process will be in place for the 1986-87 budgeting period.

Special Fund Development. Activities of the Foundation for Pierce College included revisions of the by-laws and development of the Foundation Bingo Game, scheduled to begin operation in the summer of 1986. Through the Foundation, some $50,000 in equipment was donated to the College. The major event of the year was the Annual Recognition Dinner held at the new Marriott Hotel in Woodland Hills. The event raised approximately $16,000 for the Foundation.

Community Relations and Marketing

Public Information and Student Recruitment. Efforts in recruitment and marketing in 1985-86 were limited because of lack of funds and personnel. However, some projects were initiated. Special registration procedures were made available to students who skipped a semester. Following the practice of CSUN, students who enrolled in Spring 1985 but not in Fall 1985 were invited to register for Spring 1986 without filing a new application. Several hundred returning students took advantage of this program. A major effort was initiated to increase the percentage of continuing students who register in a subsequent semester and those who register by mail. This goal was achieved with three postcard mailings, and over 10,000 continuing students registered by mail for the Spring 1986 semester.

Perhaps the most important recruitment effort was the Early Admissions Program, which was built upon two earlier pilot projects. A special four-page brochure was developed and sent to all feeder high schools in the area. It was also mailed out in response to inquiries. Over 1,200 applications came back. The applicants were placed on a microcomputer data base which permitted tracking and generation of mailing labels. Special services for students in this program included a Saturday Open House, phone calls from members of the faculty, informational mailings, special advisement sessions, ACCESS testing and, most important, early fall registration prior to continuing student mail registration. Also, Community Services offered a special summer class for these students on how to succeed in college. Over 650 of the applicants subsequently registered for the Fall 1986 semester. The average student registered in over 11 units and in appropriate classes, thanks to intensive counseling.

In 1985-86, mechanisms were set up for major marketing and recruitment during 1986-87. The recruitment function was assigned to the Dean of Student and Administrative Services and a separate budget was established for next year.

Articulation with Schools and Colleges. Robert Garber, Counselor, was named the first Relations with School Officer at Pierce College. A highly successful program was aimed at improving relations with Pierce's feeder high schools. Mr. Garber and the college president visited eleven of the targeted feeder schools and met with the principal and key staff. This was followed by return visits and meetings with parent groups, counselors, and students. Pierce counselors visited all of the feeder high schools at college fairs, classroom visits, and parent nights. High school teachers in art, biology, chemistry, computer science, counseling, English, geography, history, and physics have met on the campus with members of the Pierce faculty in the appropriate disciplines. Math 260 was offered at Canoga Park High School. Geography Day featured student competitions and presentations by UCLA faculty. The business club, Phi Beta Lambda, held a mini-conference for high school business students. The Art Department sponsored a high school art competition. On May 1, some 350 high school students were brought to Pierce for a campus tour, formal program, discussions with faculty representatives, lunch and the Art Department Circus. A 15-minute video tape, produced in conjunction with Valley Cable Television, is being prepared for distribution to high schools for presentation to guidance classes. Finally, the successful Early Admissions Program (discussed above) was fully implemented.

Contacts with Business and Industry. Contact has been maintained with business and industry through an active Foundation for Pierce College. Other activities have already been noted in the discussion under Vocational Programs. Plans are under development for recruitment and marketing activities directed at the business and industrial community, and will include the creation of a business/industry mailing list.

Administrative Services

Facilities. The Auto Service Technology program has outgrown its facility. Construction of an addition to the Auto Shop was begun in January 1986. The new facility will greatly improve the efficiency and quality of the program.

Using a gift from the Associated Student Organization, interior design students at Pierce College developed a plan for remodeling the lobby of the Administration Building. Newcomers to Pierce get their first and most lasting impression at the College upon entering this building. A new, improved lobby environment should make a significant positive statement about the College as a whole.

Plant Operation and Maintenance. The major deferred maintenance projects performed in 1985-86 involved repair and replacement of roofs on the Vocational Education Building, Business Office, and several storage facilities and the repaving of several campus streets. Several deferred maintenance projects have been approved for 1986-87.

The College removed asbestos and the boiler from the Horticulture boiler room and sixteen persons were trained for asbestos handling. Plans were developed for hazardous waste removal. Many other maintenance projects were concluded, including transformer replacement, installation of sprinkler systems, new heating and cooling systems, installation of alarm systems, and replacement of 12 of the 32 trees lost in the last two years. Many staff members attended seminars in pest control, pool service, equipment procurement, roofs, gas controls, management techniques, sprinkler systems, pneumatic controls, computer procurement and asbestos handling. The Electrical Department received an award of merit for efficient electrical management, sponsored by the Department of Water and Power and presented by Mayor Bradley. Progress was made in the cogeneration project and the planning phase was nearly concluded.

Business Office. This year the Business Office addressed the issue of security. New locks which require the input of a code were installed and plastic partitions were constructed on the Business Office counter. The problem of fee collection during registration in the Campus Center was addressed and plans are being developed for security in this area.

Security and Safety. This year Safety and Police Services at Pierce College have made a special effort to communicate and disseminate information to all students. A brochure entitled "Personal Safety Tips" was distributed along with pamphlets on campus traffic and parking regulations. The Captain began meeting with new students in Advisement Sessions to discuss parking regulations, safety and police services, and personal safety on campus.

Pierce College sponsored an Asian Gang Seminar for community college safety and police departments in the greater Los Angeles area. The Captain also developed a computerized reporting system for accidents and injuries which will eventually be used throughout the district. Efforts were made to effectively close the campus after hours and on week-ends, but the extensive campus area has made implementation difficult.

Staff Development. The many seminars and training sessions attended by members of the Maintenance and Operations departments has been outlined above. The classified managers participated in the activities already described for the administrative team. Several members of the clerical staff attended the microcomputer training for administrators mentioned above. The Admissions and Records Office was closed one Friday to permit the entire staff to attend the second annual Admissions and Records Staff Day held at Trade-Tech.

SUMMARY

Although in many ways this has been a difficult year, the College nevertheless can be proud of having provided excellent educational opportunities and services to West Valley communities.

Like other District colleges, Pierce College experienced declines in enrollment and WSCH but an increase in WSCH/FTE because of reductions in faculty. The College continued its tradition of excellence in transfer education. The PRIDE honors program achieved great success and over 60 students were redirected to the College as part of the UCLA Transfer Alliance Program. Much needed equipment was purchased with the State Instructional Equipment Grant and with funds made available from the Foundation for Pierce College.

The vocational program remained strong. A new Microcomputer Applications Laboratory was equipped for Office Administration, and major new equipment was purchased for drafting and other fields. The College began to participate in the Defense Contracting Administration Services (DCAS) program.

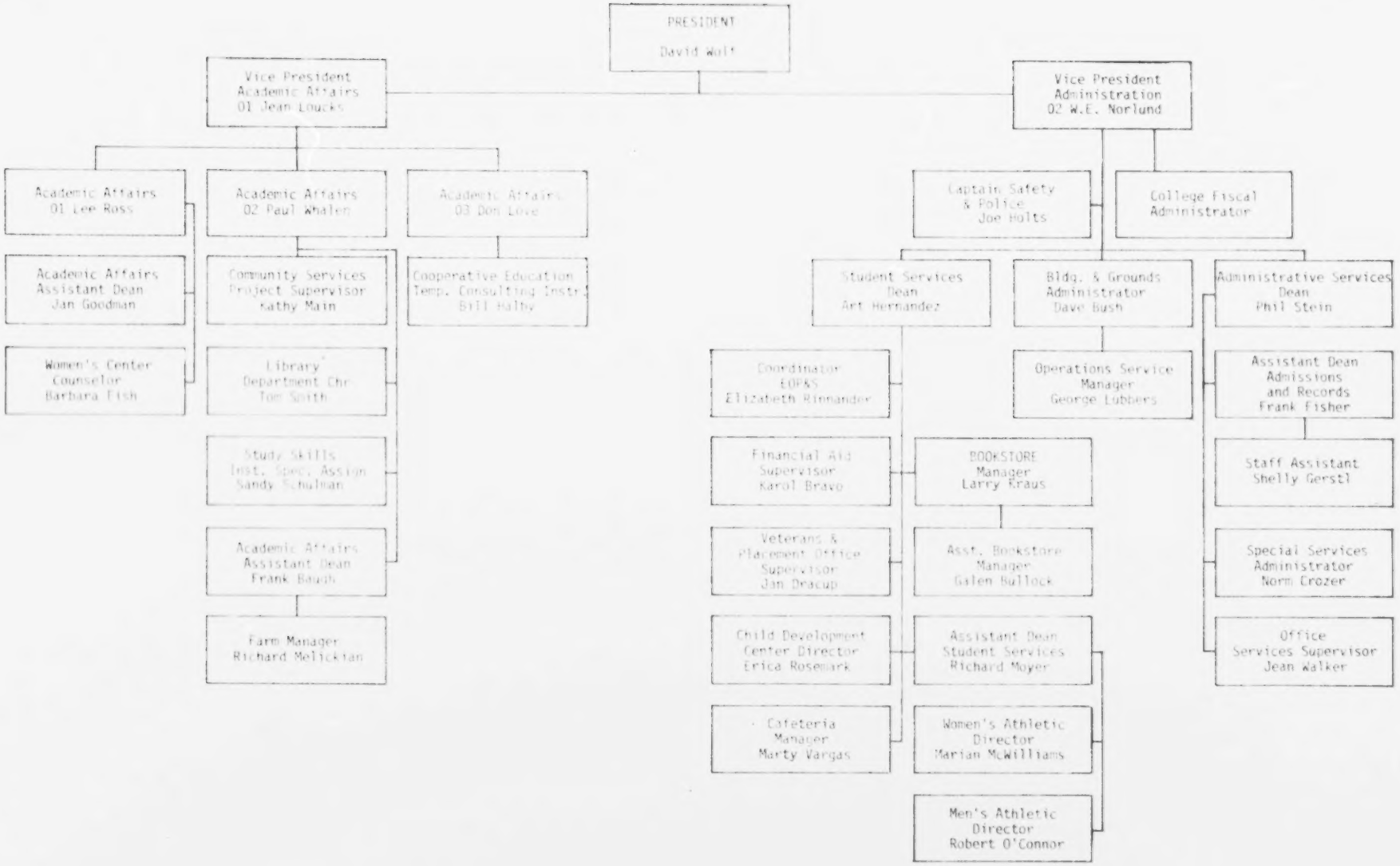
A major revision of the registration process was successfully implemented for the spring semester. Counselors from UCLA and CSUN were assigned to Pierce College on a weekly basis. The services of the Career Center were expanded and EOP&S recruitment activities were increased with the addition of a half-time recruiter. Two microcomputers were added to the Special Services program and new software for deaf students was developed. Additional computers in the Study Skills/Tutorial Center expanded the Center's ability to deliver computer-aided tutorial services. The Women's Center increased its activities and the foreign student program grew to accommodate 235 students from 54 foreign countries. The Placement Office continued to function under the sponsorship of the Associated Students. The first annual Brahma Bowl game was played on the Pierce campus.

The College continued development of a long-range strategic planning model. Recruitment activities resulted in an increase in the percentage of continuing students registering by mail and over 765 high school seniors enrolled in the Spring for the Fall 1986 semester through the Early Admissions Program. The College named its first Relations with Schools officer and major efforts were initiated which resulted in improved relationships with feeder high schools.

Construction on the Auto Shop Addition was begun and several roofs were replaced or repaired under deferred maintenance. The many maintenance projects included asbestos and hazardous waste removal and planning was nearly completed for the cogeneration project.

Although faced with budget and staff reductions, the College can look back on 1985-86 as a challenging and successful year.

Los Angeles Pierce College



L O S A N G E L E S S O U T H W E S T C O L L E G E

THE COLLEGE

Community Served by the College

Located within central Los Angeles at Western and Imperial, Southwest College serves an area bounded by the Compton and El Camino districts and the service areas for East, Trade-Tech and West. All social and ethnic components of the community are represented in the College student body. The population of this area is predominantly black (64% in 1980) but with growing Hispanic, (20%) and Asian (5%) components. Southwest's students are 94% black, 3% Hispanic, 1% Asian and 2% white. The Hispanic population in the community is rapidly increasing in the elementary schools on through the adult schools; so far, this increase is evident at Southwest only in Community Services classes. Levels of community income and education, reflected in Southwest students, are among the lowest of any service area in the District. Specific student characteristics at Southwest which do not mirror the community are the proportions of women (70%), part-time students (76%), older students (58% over 25 years), and evening students (46%).

The major operations objective for Southwest this year has been to increase enrollment by cultivating specific sources of students; the method has been to offer new programs and expand existing ones. Special attention has been placed on developing programs to serve Hispanics, working adults, and vocational students in high technology areas. These enrollments are being produced by the forging of agreements with institutions and companies which can provide large groups of students, including high schools, adult schools, high technology firms and local community agencies.

Mission and Functions Statement

The mission of the College is to provide an educational program in which planned experiences develop the knowledge, skills, and attitudes necessary for students to be effective as professionals, family members and citizens. Functions of the College are to provide educational opportunities in three major curricular areas: transfer, vocational and career education, and personal enrichment. Specific programs are developed or revised to meet the changing educational needs of the community. It is recognized that to best serve students and the community, the College must maintain a flexible, relatively non-restrictive learning environment and provide opportunities for diverse learning styles and teaching modes. To support the essential mission and functions of the College, programs in Community Services, counseling and advisement, instructional assistance, and student activities are also provided.

College Goals

In order to implement the mission and functions of the College, emphasis is placed on the following goals:

1. To provide preparation for advanced study in colleges and universities;
2. To train students in occupational programs so that specific skills are acquired which qualify them for employment in business, industry, and public services;
3. To provide student support services for all students which help them recognize their potentialities and attain their educational and vocational objectives.
4. To provide continuing educational opportunities for the currently employed which will improve their prospects for upgrading or promotion;
5. To provide the community with recreational, cultural and educational activities supplemental to the regular instructional programs; and
6. To continually analyze and periodically evaluate staff, facilities and programs and implement necessary changes as required for institutional growth.

College Organization

The College organization has been restructured under the direction of a new administration which began its duties in March. As in the past, the President is assisted by two vice presidents and their staffs. The Vice President of Administration continues to supervise the assistant deans of Extended Opportunity Programs and Services (EOP&S), Disabled Student Programs and Services, and Administration. Until June 30, he also supervised assistant deans of Admissions and Records and of Student Services; at the end of the year, these positions were eliminated. The Vice President of Academic Affairs is assisted by two deans and one assistant dean of Academic Affairs; the position of Evening Dean has been eliminated. The assistant dean of the specially-funded Southwest Employment Referral and Vocational Education Center (SERVE) reports to this vice president. The President supervised the Assistant Dean of Research and Development until June 30, at which time this position was also eliminated.

An organization chart is presented on the last page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional

The curriculum at Southwest consists primarily of general education/transfer courses; the major vocational programs are Business, Office Administration, Nursing and Computer Science. Also offered are child development, administration of justice, and small programs in engineering, elec-

tronics, drafting, and measurement science. Developmental courses in both English and mathematics are also offered; over 10% of Southwest enrollment is in developmental classes.

Southwest is the smallest college in the District, with an enrollment of 3,064 students in Fall 1985. This enrollment was 31% less than that of 1984, the largest percentage decline of any District college. Southwest has a larger percentage of women and disadvantaged students than other District colleges; a factor which may have contributed to the enrollment decline was that the early start made it difficult for mothers with young children to attend classes. Delays in receiving financial aid also may have contributed to the decline. Trends in the reduced WSCH showed that 43% enrolled in fewer than six units, and only 22% enrolled in more than 12 units; the major assumption here is that tuition was the cause of this reduction in the number of units. But next year's enrollment prospects are more favorable. Since early start has been eliminated, financial aid has been decentralized, and students have become more accustomed to tuition, Southwest should no longer be affected by these negative enrollment factors.

The evening/outreach program was responsible for enrolling over 48% of the students at Southwest. This is a 5% increase over last year. Part of the increase is due to scheduling changes which provided expanded course offerings in occupational areas. Another potential source of enrollment was the high school program, in which local high school students took courses at Southwest following their high school day.

Several new programs have been developed recently which, it is hoped, will invigorate the curriculum and support the recruitment of students. The Project for Adult College Education (PACE) Program will provide a full-time transfer program, leading to an A.A. degree in five semesters; 12 units of credit will be earned each semester through evening classes, Saturday workshops, and instructional television. A nine-level, three division, English as a Second Language (ESL) program will be offered to strengthen both transfer and developmental English courses through the enrollment of Hispanics; a bilingual-bicultural aide program will also be offered to appeal to this population. The new Southwest Employment Referral Vocational Education (SERVE) Center has been funded for one million dollars to provide assessment, job placement, and referrals for basic skills and vocational education to Southwest and to other educational agencies. Finally, a $3.5 million, U.S. Department of Education (Title III), grant has provided funds for faculty training, new course and program development, and supplies and equipment for various transfer and vocational programs as prioritized in Southwest's strategic master plan. The new President's Task Force on Recruitment will be emphasizing these programs in its recruitment efforts.

Transfer. English and Foreign Languages showed both expansions and contractions. French and Korean were both eliminated from the curriculum. The English department continued to offer its usual range of courses and is again offering English 2 during the summer as a result of last summer's

success. offered on an experimental basis for one year, with English 28 offered in the evening. A new language lab, funded by the Title III grant, is being planned; it will be open to students of Spanish, Speech, English as a Second Language, and English who wish to perfect their speech. For students with low English skills due to a foreign language background, an ESL program will be offered in the fall to coincide with a major recruitment program aimed at Hispanics.

The Mathematics Department continued to expand its options in courses, clientele and equipment. It offered a full math program plus computer courses. Enrollment in elementary algebra increased, since it was made a required competency for graduation. Calculus and computer languages were offered both day and evening for Lockheed engineering students. Trigonometry and arithmetic were offered in the late afternoon for high school students in the new high school program. Apple II computers have become a part of the entire math program, thanks to a Title III grant which is establishing a new math lab for pilot testing the use of computers in several math courses. In the fall, seminars will be given for the general faculty to acquaint them with computer-aided techniques in teaching; the math faculty has already been trained in computer use.

The Life and Physical Science Department continued its emphasis on individual instruction this year through teacher/student interaction and multimedia assistance; its members also continued to market the Department, increasing the areas for promotion and recruitment. In curricular development, it expanded the use of written assignments as a result of the Writing Across the Curriculum project with the University of California at Los Angeles (UCLA). It also introduced a new modular course in field biology, entitled "The Marine Biome; The Rocky Intertidal, Bays and Estuaries." Instructors also promoted their laboratory facilities through open house tours and demonstrations, and expanded the distribution of their brochure by having it placed in the College registration packet.

The Social Science department expanded its efforts to relate academic studies to the larger local, national, and international communities. Students heard lectures by community speakers on topics of special interest, including the political ramifications of the District's reorganization, the social issues involved in welfare reform, and the changing world situation due to interactions of western nations, the communist bloc, and the third world. Instructors also assisted students in class projects, such as working with the Mayor's Council on a sister city project with African countries, helping with voter registration, and contacting local community agencies on social and political concerns.

The Fine Arts Department has maintained its ability to schedule a range of courses, although its enrollment has decreased, by offering courses on an alternate semester basis. The art department offered enough courses to support an art major during the day; in the fall, split-shift

assignments for regular faculty and a few hours of part-time teaching are planned to add to the evening program. Studio classes and art history have maintained responsible enrollments. The Art Gallery remained closed due to lack of funds, but a community support group is being formed to remedy this situation. The Music Department continued to offer concerts throughout the year; both choral performances and jazz band performances were scheduled; performers appeared as part of large campus events and in special music events. Yearly musical performances included the Spring Concert, the Festival of Soulful Sounds, and High School Day. Plans are being made to improve both courses and facilities: a grant was received to develop a new course in music video production, an interdisciplinary project to be coordinated by the Music Department. The location of the Department is being moved to the first floor of the D building on the upper campus, which will provide superior security and better soundproofing. The Theater Department staged two plays, "Conditions of the Game" and "For Colored Girls Who Considered Suicide When the Rainbow Was Enuff." It also produced a special plan in connection with Black History Month.

The Physical Education Department achieved new goals in innovative programs and community participation. Reaching a high in enrollment were the physical fitness program, including jogging and aerobics, the weight lifting program, and the Health 2 (health/sports activity) and Health 9 (for the mature individual) classes which began only two years ago. Community involvement also increased, mainly through community use of the Olympic Track. The program for next year is uncertain because eight of the nine full-time faculty members have been terminated or reassigned.

Vocational. The Business Department maintained complete programs in all of its areas. All courses offered in the previous year were again offered during the fall and spring semesters. During the summer, Child Development, office administration, and real estate courses were offered. Equipment was expanded in the word processing area through a Fund for Instructional Improvement grant and Vocational Education Act (VEA). This new area now contains 40 typing stations plus personal computers for word processing.

The technology programs obtained new equipment which helped to upgrade and expand the courses; facilities were also improved and expanded in two areas. In computer science, personal computers were added, along with several stations using Prime. The computer lab was moved from D101 to D105, which will allow for expansion into D107 eventually, if needed. Computer science will share the control room, D103, with the new drafting lab, which is being constructed in D101. These facilities modifications were funded from VEA awards.

In drafting, a new computer-aided drafting program (CAD) was designed and will be pilot tested in Fall 1986. Title III funding covered the purchase of a complete turn key system which includes a mainframe, ten terminals,

and pheripherals; it also provided faculty training. Two new courses in Computer Assisted Design and Manufacturing (CADAM) will be taught in the fall; the software has been provided by CADAMINC, a subsidiary of Lockheed.

Electronics and engineering also received funding for improvement or expansion. Another robotics arm was purchased for the electronics lab through VEA funding; this will aid in the teaching of robotics modules. For engineering, the Lockheed Company funded field trips, student stipends, and summer job placement in industry for selected students; one of Southwest's students was employed through the program.

In the Nursing Department, the Registered Nursing program will remain intact, providing core nursing classes for both day and evening (Twilight) programs. Course sections previously taught by part-time instructors will be eliminated due to teacher layoffs; however, full-time faculty members will remain. The new one semester home health care program will begin in the fall; its two new courses will be taught by an additional full-time faculty member funded by Title III for one semester. Additional assistance to the Nursing Department was provided by the Nursing Alumni of Southwest College, who gave scholarships, tutorial services, and fundraisers for students in the program. Enrollment has remained high because hospitals have been advertising that a shortage of registered nurses exists and that they are hiring; graduates are having no difficulty finding jobs.

Developmental. Almost 700 students were served in Developmental Communications courses and over 600 in developmental mathematics during the 1985-86 year. Most of the courses were offered in the classroom, supported with Learning Center laboratory computer work; a few courses were offered solely in the Learning Center, adding considerably to the WSCH for developmental English and math.

Developmental Communications 20, 21 and 23 were taught in the classroom; the courses covered reading comprehension, vocabulary, grammar, and principles of writing, giving from three to six units of credit. The Learning Center supported these courses with separate labs, DC 26, 27 and 28, which generated their own WSCH. The courses were taught with an English instructor of record and instructional aides and lab assistants utilizing multimedia instruction. Another course, DC 22X, was taught exclusively in the Learning Center; it offered training in reading at individualized levels for three units of credit.

Developmental math continued to be taught both in the classroom and in the Learning Center. In the classroom, Math 104, the most elementary math course in learning skills, served 150 students, and Math 105, Arithmetic for College Students, served over 400. The Learning Center, on an open-entry, open-exit basis, offered Math 105 to 50 students, giving from one to three units of credit.

Many students score below the fourth grade level on placement tests, so enrollment in elementary levels of math is increasing. In response to this trend, a new lower level math course was designed this year for pilot testing in the fall. The course is computer assisted and will be taught in a lab setting, with students utilizing the new computers, funded by Title III, as part of their coursework.

Faculty Achievements and Development. The Faculty at Southwest College have added to their knowledge and shared it with the community in a variety of ways. These included taking courses and attending workshops; developing courses; and publishing, lecturing, and serving in community organizations.

The faculties of several departments added to their education. Nursing department faculty attended continuing education courses in specific areas of the curriculum, and a counselor and a biology instructor took courses in their areas to upgrade their credentials. In addition, English and physical science instructors attended national symposia and workshops, and two English professors attended an ESL workshop to recommend issues for state legislation.

Many faculty added to the curriculum of the College, while updating and improving their courses. Course improvements were made for computer assisted mathematics, individualized biology labs, and Developmental Communications. New courses were designed for Title III projects, including home health care, developmental math, computer-aided drafting, computer maintenance, and biology.

The community was served by many professors through professional activities relating to their fields, including the following highlights. One English Professor wrote and published poetry in two literary magazines, Electrum and Foxtail. A biology professor presented a workshop in Honolulu for faculty development in Writing Across the Curriculum. Several professors served on distinguished committees: a political science professor served as chairperson of a committee of the Mayor's Council on Sister Cities and International Visitors; a biology professor served on the Dean's Council for the School of Public Health at U.C.L.A.; and the Life Science faculty continued their long-standing relationship with the Drew Minority Biomedical Research Project.

Library and Learning Resources Center. The Library continued its regular hours of operation this year, maintained its holdings, and sustained its services, in spite of staff reductions. It remained open until 9:00 p.m. with a full-time staff of three librarians and three assistants. Its holdings remained at approximately 60,000 volumes, with a few additions. The librarians continued to serve the students through one-on-one instruction on the use of the library. They also assisted teachers by interpreting class assignments to the students. In addition, librarians carried on their regular tasks of selecting and acquiring library materials, updating and maintaining files, and supervising staff.

The Learning Center, in addition to providing lab courses for Developmental Communications and math, continued its regular tutoring components. The regular program, Learning Assistance 900, provided tutors funded via the 100 budget, generating ADA; tutoring was given in the areas of basic and advanced math, chemistry, computer science, reading, English study skills, and basic writing skills. The hours of all tutors were solidly booked. Evidenced obtained on the success of the reading program showed a correlation between time spent in the Center and improved grades.

The new tutoring components are the results of cooperation between the Learning Center and the departments of EOP&S and SERVE. All EOP&S tutors are now directly managed by the Center staff. SERVE, which began operation this spring, is referring tested clients to the Center for basic skills upgrading.

Student Services

Admissions and Records. Registration efficiency was improved during the Fall 1985 and Spring 1986 semesters when registration was relocated to the Campus Center. The speed of the procedure was increased, so that students were able to register within 20 minutes. The Add/Drop process, associated with registration, was also improved so that students did not have to stand in lines to add classes. The Student Add form, submitted by instructors, facilitated this process. There was a 10% increase over last year in the speed with which enrollment verifications and student transcripts were processed. Revised internal procedures, along with an automated verification system, were responsible for the improved service to students.

Counseling and Services to Special Clienteles. Counseling provided personal, vocational, educational and career counseling on both a walk-in and an appointment basis. Over 2,500 walk-in students were assisted with academic information on associate degrees and transfer requirements. More than 260 students made appointments for personal, career and/or detailed advisement for which copies of transcripts were required. Assessment and orientation were also a very important part of the counseling process; these activities were scheduled throughout the year under Project Access guidelines. Eight hundred and fifty new and continuing students participated in the campus programs.

Other major activities included those in the Career Center, the Career Ahead Program, the foreign students program, the high school relations program, and the Attrition Control Program. The Career Center served approximately 500 students through the three services offered: individual counseling and career assessment; the Eureka system of career and school information; and the Career Gould system, a career information resource.

The Career Ahead Program, a specially-funded VEA program, produced a week of career oriented activities. These included speaker panels, career information tables, and a Career/Cultural Expo 1986, which presented a full day's program to 150 students and faculty. The foreign student program evaluated over 175 applicants for matriculation; for next year, more than 500 applications were mailed to prospective students.

The high school relations program featured recruitment sessions at 15 high schools and community agencies. A new program in "attrition control" was funded by the Title III grant. This computerized system includes an orientation program, an academic advising system, an academic alert monitoring system, and a degree audit system.

The Extended Opportunity Program and Services Office (EOP&S) served approximately 550 qualified students in its support programs. These included peer tutoring, peer counseling, and financial assistance. Almost $55,000 was awarded to eligible students in cash and/or book grants.

The Cooperative Agencies Resources for Education Program (CARE) continued its operation. Approximately 80 students enrolled in this special support program for the EOP&S eligible (12 units) Assistance to Families with Dependent Children (AFDC) recipients. The program included workshops, seminars, child care and cash grants. Over $7,000 was awarded to the 40 students who persevered and completed the spring semester.

The Veterans Office counseled and serviced almost 450 veterans; approximately 150 of these were determined to be eligible for GI Educational Benefits. Several visits were made to two local drug abuse centers and some of the veterans/patients were given special permits to attend Southwest. In addition, the Veterans Administration sent representatives to the campus to speak with Southwest veterans. Southwest has worked closely with veterans with less than honorable discharges, as well as with some who have suffered from exposure to Agent Orange.

Several noteworthy functions highlighted the year's activities in the Office of Disabled Student Programs and Services (DSP&S). The Office began the fall semester by launching its first annual Mini-Health Fair. Nutritional counseling was also provided. The Challengers Club for disabled students augmented campus mainstreaming efforts by participating in joint fundraising activities with the Associated Student Organization (ASO) during football season. The community advisory committee for DSP&S continued to function as a viable, productive organization. Learning Skills 40, a one unit course, was approved as part of the College's curriculum to enhance the ability of disabled students to participate more effectively in regular college programs.

The Women's Center made noteworthy accomplishments in three new areas of service and carried out two special programs. It began a Canned Food Bank and a Petty Cash Fund for students who needed emergency food or funds, and a Confidante Circle for counseling. In addition, it continued to present

speakers on topics of interest to both men and women, and held an Annual Founders' Day Luncheon. The most outstanding new endeavor was the Women in Engineering Program, which presented an eight week lecture series to acquaint female students with the different fields of engineering. Women from industry spoke of their areas of specialization to almost 300 students. Field trips were taken to local industries employing engineers.

Financial Aid. The Financial Aid Office continued to function under a centralized system this year. The Southwest office maintained its emphasis on disbursement of aid, enforcing academic standards, and on building two programs. The Office accepted more than 700 applications and made awards to approximately 500 students, disbursing over $769,618. It applied academic progress standards to all aid recipients; students were placed on probation or disqualified from aid in accordance with these standards. The Guaranteed Student Loan Program continued to grow; participating lenders forwarded $321,842.50 to the office for delivery to students. The Scholarship Program also grew, delivering over $5,175 to students. The Board of Governors' Grant covered enrollment fees for over 2,000 students, totalling approximately $92,500.

Special Services. The Child Development Center continued its program at almost full capacity this year and added curricular innovations and new activities. The clientele of two-and-a-half to five year-olds was divided into two groups. The two-and-a-half to three-and-a-half year-olds participated in activities organized around learning centers, structured visually through colors and pictures. The older children participated in activities which utilized a curricular approach to skill development. The Center also began a new relationship with the EOP&S Program; The EOP&S Director arranged for the children to visit the Los Angeles Zoo and the Baldwin Hills Park. In addition, a nutrition program for the children was secured, which included an effort to give the children both familiar and new foods. The Center maintained a constant enrollment of over 60 children by use of the waiting list. Next fall, the Center will be located between the West parking lot and the Student Services bungalow. This new location will improve safety and accessibility.

The College Police Office provided first aid care by supplying first aid kits to thirteen different locations on the campus. As a future goal, the Office would like someone at each location to take first aid training and provide care to the college community as needed.

The Placement Office and its director were eliminated this year. However, the entire placement function was taken over by the Financial Aids Office. The function includes not only work study placement for part-time jobs on campus, but permanent off-campus placements as well. Records show that 752 job orders were received by phone and 596 job applications were filed. High placement was maintained with 114 off-campus placements and 108 placements of on-campus student workers.

A new Volunteer Program was begun at Southwest this year. Liaisons have been made with several local agencies which refer clients to Southwest to serve as aides in different administrative areas. The majority of the volunteers have been court referrals. After less than one semester of operation, Southwest's volunteers have logged almost 1,400 hours.

Student Activities. Intercollegiate athletics served students through several sports. The men's sports were football, basketball, track, and cross country. Outstanding achievements were registered in every area; notable are those of the basketball team, which reached the State semi-finals. In addition, the track team beat Trade-Tech in dual meet competition, its first meet win in three years, and the women's tennis team achieved second place in the Mountain Valley Conference. Individual athletes also received awards; six football players and six basketball players received scholarships to four-year colleges.

The most important contribution of the Associated Students Organization (ASO) to the College was its support of the increased marketing and recruitment efforts of the administration and staff. Voter registration was also an important issue; students registered over 100 students on campus and then went into the shopping malls and set up voter registration booths. During January, the ASO worked on Black History Month. Another yearly activitiy was the blood drive in which many students donated blood. The ASO also assisted the Office of Student Affairs in sponsoring the President's and Dean's Honors Awards Program; 131 Southwest students with grade point averages of 3.0 and above received honors.

Community Services

Changes in Community Services continued during 1985-86, to help the program become totally self-supporting. Changes in program operation included a greater utilization of share percentage contracts, alternative program planning with unclassified personnel, and reduced operational hours.

Non-Credit Classes. Enrollment in Community Services classes, seminars or workshop activities totalled 2,594 in 1985-86. There were over 200 offerings. The income from all activities was $64,000. Several activities were re-introduced in the Community Academy series and children's classes. These included American Sign Language and the California Basic Education Skills Test (CBEST) Review. Computer classes and Tax Preparation were also offered during the year. The Traffic Safety School and the Real Estate Relicensing Seminars were continued.

Special Services. Participation with local agencies increased as special programs in Foster Parent Training and Electronics Manufacturing were implemented on campus. The Community Services program was made visible in the community through a cooperative effort with the 66th Street School's Annual Reading Olympics Program.

Planning, Research, and Development

Long-Range Planning. Southwest College became the first District college to develop a long-range, five-year strategic plan to open channels to development funds. The President's Academic Task Force Committee formulated four distinct areas in which to coordinate development: administration, vocational instruction, academic instruction and student services. The result of their efforts was the production of a plan that included the components of college-wide goals, behavioral objectives for each of the four areas, and narratives detailing the problems and proposed solutions for each area.

Research Projects. Several research projects were conducted as part of former and present U.S. Department of Education Institutional Aid Programs. Two Southwest English department professors developed and pilot-tested a figurative language component which was added to a Developmental Communications 23 class. This was a follow-up to prior research funded under the Institutional Aid Strengthening Program. Several programs funded by the new Institutional Aid Special Needs Program (Title III) were designed this year for pilot testing next fall in mathematics, home health care, computer maintenance, and computer-aided drafting. A needs assessment was also conducted this year through Title III funding to provide a step-by-step plan for development of a Management Information System.

Special Fund Development. The largest program was the $3.5 million U.S. Department of Education Special Needs Program. This was the largest grant received by a single college in the LACCD in over ten years. Southwest was the only community college in California, and one of 14 in the nation, to be so funded. The grant provides a computerized management information system for administration, a computerized "attrition control" system for student services, and faculty and curriculum development for drafting, allied health, electronics, word processing, mathematics, languages, and the sciences.

The largest grant awarded by the State of California through the Employment Development Department this year was also received by Southwest: one million dollars to establish the Southwest Employment Referral and Vocational Educational Center (SERVE). The SERVE Center is a one-step community service center in which the local population of the inner city can be assessed with basic skills, vocational aptitudes and interest inventories, then counseled and referred for job placement. A mobile assessment and training unit is an integral part of the program; it brings the services of the Center to outreach locations on a regular basis.

Funds received through VEA increased slightly this year for a total award of over $203,000. The Part A funding increased significantly, especially in the Limited English and the Single Parents/Homemakers programs; other areas were the Handicapped, Disadvantaged, Adults Needing Training, and Sex Bias/Stereotyping. The Part B funding for vocational instruction decreased significantly; this award totalled $59,000, divided among office

administration, computer science, drafting, electronics, and nursing, along with an additional $22,000 award to support the new computerized drafting program.

Other notable grants were in several areas. The Lockheed Company again sponsored the Lockheed Engineering Program with scholarships and awards, and donated over $200,000 worth of software through its subsidiary, CADAMINC, for the computerized drafting program. The California Community Colleges awarded Southwest a $33,000 grant for a Math, Engineering and Science Achievement Program and a $13,000 grant for a Foster Parent Training Program. Finally, Southwest received $1,000 from Hughes Aircraft for technology scholarships. The College's foundation board members resigned, and no new board members have been selected. A new board will be formed utilizing a College Development Committee which is being organized.

Community Relations and Marketing

Public Information and Student Recruitment. Although the position of Public Information Officer for the campus remained assigned to the District, the PIO continued to provide liaison between the College and its community, especially with the news media. Major accomplishments during the year were the production of a new slide-tape presentation for student recruitment, the maintenance of a Public Information photography operation, the institution of a program to publicize outstanding students, and the production of a promotional brochure about the College. In addition, the Office continued its regular services: it sent more than 50 news releases and public service announcements to the news media, arranged for the placement of recruitment advertising in various media, assisted with the planning and promotion of a number of campus special events, and expedited requests from more than 2,000 individuals seeking information about the College.

The new President has established the Recruitment and Marketing Task Force, a committee of faculty, staff and administrators divided into separate subcommittees, each with specific objectives to help increase enrollment. The High School Relations Committee expanded the offerings of credit courses for high school students. The Research Committee provided demographic statistics on the community which have assisted in developing special programs aimed at Hispanics. The Advertising Committee produced new slogans, obtained increased exposure in the media, and hosted a press conference reception for the new president. The Community and Business Liaison Committee solicited area community and business organizations for their participation in Southwest programs. The Internal Operations Committee developed a student contact mailing list for prospective and returning students and completed its first recruitment mailing. The Retention Committee produced a videotape and a booklet to be used in the fall orientation.

Articulation with Schools and Colleges. The President began liaison visits with high schools in the Los Angeles Unified School District (LAUSD). The high schools responded by willingly participating in the development of formal articulation agreements through the Two Plus Two Program. These agreements, signed by officials of both the LAUSD and the LACCD, list the high school courses for which Southwest will give college credit. The subjects involved at this time are drafting and electronics; the high schools and adult schools involved are Jordan High, Fremont High, Jordan-Locke Adult, and Fremont Adult schools. An offshoot of this program is a concurrent enrollment program between Southwest and the two high schools for drafting and electronics students.

The previous high school program has continued as well; in this program, students attended classes at Southwest after the end of their afternoon classes at the high schools. Eight local high schools participated in this program: Morningside, Locke, Inglewood, Dorsey, Washington, Jordan, Manual Arts, and Crenshaw.

A new articulation arrangement is in the process of being developed with California State University, Dominguez Hills, and with the LAUSD. This arrangement will cover the recruitment and teaching of graduating adult school students by Southwest and their subsequent transfer to the University.

Contacts with Business and Industry. Contacts this year were broadened through the activities of the new Recruitment Task Force Committee on Community and Business Liaison, which developed lists of agencies and companies and then began a focused recruitment effort for Southwest's PACE program for business employees interested in an accelerated approach to an associate degree.

Administrative Services

Facilities. Improvements to buildings were made through regular College projects and through deferred maintenance projects. Under College funds, the former Learning Resources Center was remodeled to accommodate the new SERVE project; the physical education building was repainted inside and received new metal doors; the bungalows had their air-conditioning units and their roofs repaired; and the cafeteria had a kitchen security door and dining room folding guard doors added.

State-financed deferred maintenance projects enabled the College to complete several large projects. On the upper campus, emergency generators and two chillers were repaired; on the lower campus, two new boilers were installed, and Bungalow 813 was completely reroofed.

The Cafeteria continued its food services to students, both during the regular school year and during summer school. Regular services included the addition of fast food specials and a sandwich bar. Special programs included the graduation reception for students and guests and the third Annual Talent Show, which featured student talent. Plans for regular operation continue, although two staff members were lost, leaving four staff members and the manager; one additional reduction is anticipated.

Equipment was purchased for the cafeteria and for physical education. The cafeteria added a small refrigerator at the grill, the physical education building acquired new lockers and the Olympic track new bleachers.

The Bookstore continued to operate on regular hours with reduced staff. An assistant manager supervised the operation, assisted by two clerks and a half-time bookkeeper, who was formerly full-time. The processing of paperwork has been slowed due to this reduced staffing. Several instructors made late changes in their book list and many books had to be returned to the publisher. This, and the loss of funds from a large percentage of student checks bouncing, caused financial problems for the store. Although overall sales were down there was an increase in snack food sales, thanks to purchases by high school students now studying on the campus.

Plant Operation and Maintenance. The appearance of the College has improved through increased efficiency in maintenance, although staffing has been reduced in all areas. The operations services manager position in custodial operations was eliminated during the year, and two senior custodian positions will be eliminated next year; the department also has two vacant custodial positions. A gardener and a maintenance assistant in plant facilities are on long-term leave, although two groundskeepers were added.

Energy conversation projects were carried out in lighting and in equipment operation. In the plant facilities work area and the yard, electric photo cells were installed on all outdoor lighting. The Honeywell Computer was reprogrammed for equipment operation to meet changing seasonal needs.

Business Office. The Business Office supported the Admissions Office by transferring certain staff members during fall and spring registration to the Campus Center to provide "one-stop registration." This operation was credited with stemming enrollment losses, since previously many students

had not gone to the Business Office to pay fees after registering for classes. This operation was successfully accomplished although the Business Office has suffered decreases in staffing, including vacancies in the positions of clerk bookkeeper and clerk typist. At present, the College Fiscal Administrator is supported by five employees; however, only one is assigned to business services and only two, full-time, to payroll. The others divide their time among payroll, encumbering, and ASO responsibilities.

Security and Safety. The College Police managed to reduce criminal activity on campus to the lowest level in years; however, they were hampered by limited manpower and an inadequate alarm system. They are now in the process of replacing the alarm system in the bookstore to decrease the burglaries in that area. The Police are also working with other public agencies in reporting citations and criminal acts: parking citations are now being picked up from the Inglewood Municipal Court and are processed by a computer company. This procedure should increase District revenue. Also, Southwest's complaint report form was made compatible with that of the Los Angeles Sheriff's Department, reducing paper work between the agencies.

Safety measures including certifications and repairs were consistently maintained. A five-year certification of the upper campus fire sprinkler systems was completed on June 30, and the fire alarm bell signal system for both the lower and upper campus was repaired. Lights in parking lots A and B were repaired. Locks were rekeyed around the plant facilities shops and storerooms.

Classified Staff Relations. By mutual agreement, all certificated grievances were reviewed and studies made prior to submission of the formal grievances. This resulted in all parties being well informed, and contributed to the resolution of disputes in a timely manner and compromising spirit. The language in the contract was made clearer than in previous years, and resulted in fewer grievances being filed.

Southwest endeavored to fulfill the District's affirmative action plan to recruit, employ, and promote qualified members of women and ethnic minorities underrepresented in its workforce. The College's workforce during 1985-86 consisted of 245 full-time employees.

Staff Development. The Southwest Staff Development Committee planned this year's workshops around two themes: educational planning and leadership, and community involvement. Programs in the fall focused on articulation with high schools and colleges, statistical research data for strategic planning, and techniques of leadership with subordinates. Programs in the spring were presented by community leaders who spoke on gangs in south central Los Angeles, the projects of the Westminister Neighborhood Association, and the activities of the Watts Labor Community Action Committee. The program at Westminister was a joint venture between the Staff Development Committee and the Black History Month Committee, forming a new partnership for yearly programs.

SUMMARY

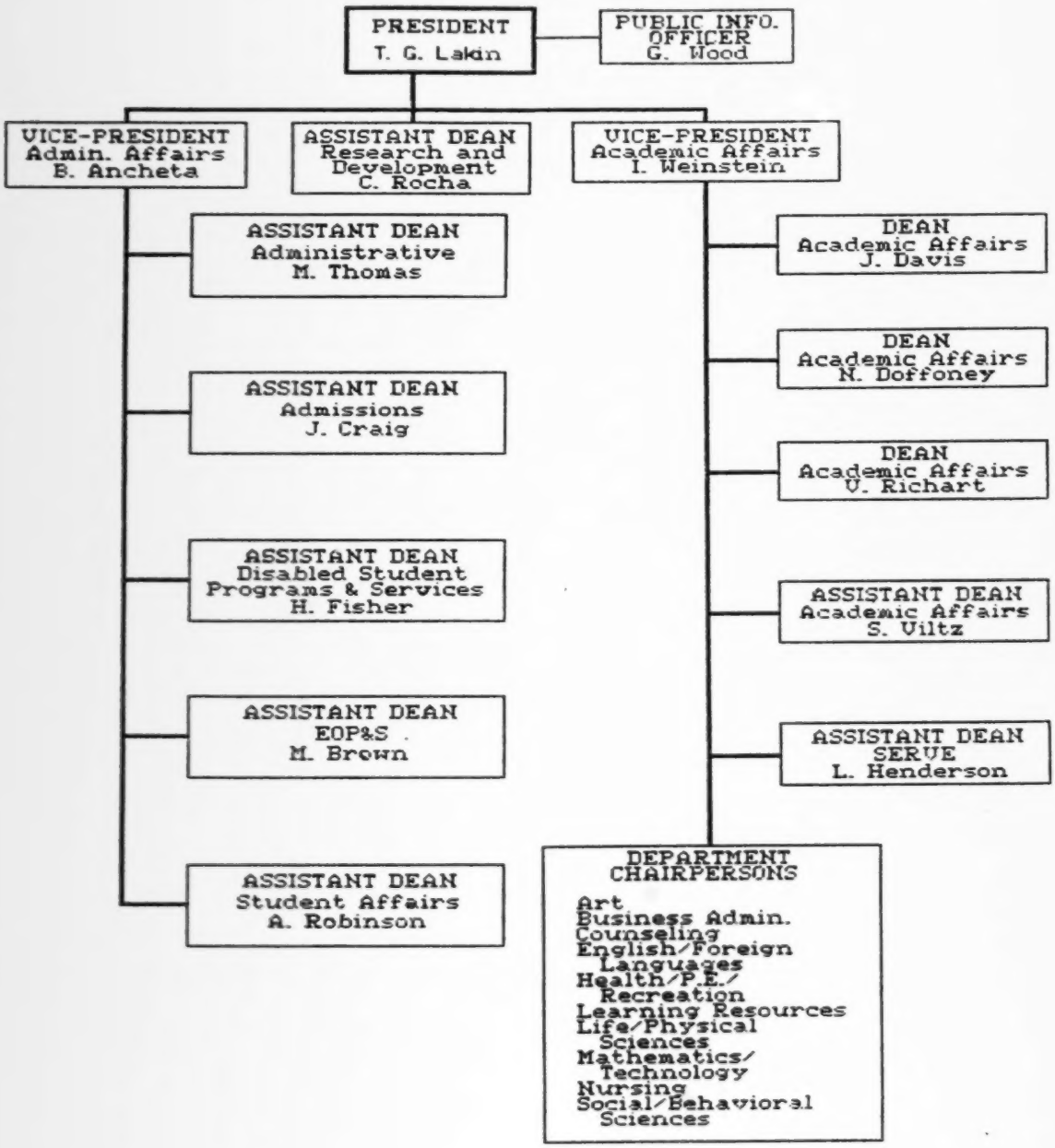
The new administration brought Southwest dynamic new plans and a new spirit of enthusiasm and productivity. Two new task forces have already accomplished improvements. The President's Recruitment and Marketing Task Force has developed liaisons and projects with educational institutions, business and industry, government and community agencies, and ethnic organizations. The College Development Task Force has selected major funding projects and is in the process of developing proposals and seeking funding for the College individually and as part of consortia. A newly installed computerized management information system will assist the new administration in efficiently managing its project and tasks.

All instructional disciplines remained intact and no programs were eliminated. Although most disciplines were reduced in number of courses and sections offered, some disciplines have prepared for expansion. A new developmental math course, two new computer-aided drafting courses, and new programs in computer maintenance and in home health care were designed and readied for implementation. New equipment and supplies were also obtained for these programs and for other vocational programs.

Student services also expanded and upgraded its services. New programs were developed for special groups, including the disadvantaged, limited English speaking and disabled persons. A new assessment center to serve south central Los Angeles has been housed at Southwest and has begun to assess its students and community residents. Also, a new "attrition control" system was funded to help counselors flag and provide special services to those students with attendance and achievement problems.

A positive attitude toward the coming year prevails. The President and his administrators, through their specific objectives, are producing step-by-step improvements in administration, instruction, and student services. Supportive responses from the business and lay communities insure increased participation from these sectors in the future.

LOS ANGELES SOUTHWEST COLLEGE



L O S A N G E L E S T R A D E - T E C H N I C A L C O L L E G E

THE COLLEGE

Beginning in 1925 as an occupational outreach progrma, Los Angeles Trade-Technical College has become the flagship technical and vocational college of the Los Angeles Community College District.

In 1949, junior college status was accorded the institution and its name was changed from Frank Wiggins Trade School to Los Angeles Trade-Technical College (LATTC). The new junior college added courses in general education, updated the content of its trade programs and introduced the associate degree.

Although the college over many years has expanded its transfer and general education offerings, the educational program emphasis and direction remain vocational and technical. Development of technical "know how" among students is stressed through a combination of exposure to advanced and advancing technology and "hands-on" work experience in the college's laboratories and shops.

In this, its sixty-first year, LATTC continues to provide the greater Los Angeles community with state-of-the-art vocational and technical educational programs and with general education and college transfer programs.

Community Served by the College

A wide variety of specialized LATTC vocational offerings attract students from throughout the 882 square-mile District and adjacent areas. About a quarter of LATTC's students reside within a five-mile radius of the College.

In Fall 1985, the majority of the college's students (89%) resided in the following areas: South Central (25%), North Central (15%), Eastern (19%), Southwest (17%), or Western (13%) geographical areas of the District. In Fall 1985 ethnic distribution of the student population was directly related to these local population characteristics. Students were 35% Black, 32% Hispanic, 15% White, 15% Asian and 3% other. Fifty-seven percent of the students were over the age of 25; 71% attended part-time; 62% were male and 38% female; 67% of the students were freshmen and 41% were first-time students. Fifty-seven percent of the College's students were enrolled in day classes.

Mission and Functions Statement

The mission of Los Angeles Trade-Technical College is to design and offer educational programs and services of high quality, to provide access to programs for resident adults, and to foster the development of academic, technical and social competencies among all enrolled students.

Within the Los Angeles Community College District, Los Angeles Trade-Technical College is a specialized institution which offers collegiate level instruction leading to a certificate or an associate degree, transfer, or job entry in a variety of trade, technical and business occupations. General education is offered to meet associate degree requirements of occupational majors and to provide for the needs of students desiring an associate degree in general studies. Continuing Education programs are offered to meet short-term educational interests of local residents. The Community Service Program was administered by LATTC staff until March 1986; as a result of a Board of Trustees mandate, administrative responsibility was then assumed by Los Angeles City College. Educational programs are supported by counseling, guidance, student services, library and learning resources.

College Goals

The College endeavors to:

1. enable students to obtain entry-level job skills, upgrade skills for job advancement, or retrain for a new career;
2. provide general education, life enrichment, and transfer opportunities to four-year colleges and universities;
3. implement educational, cultural, and recreational programs which will serve the needs of its community more effectively;
4. provide counseling and guidance services to potential, present and past students which will promote the concept of vocational and general education, recruit individuals to enroll in programs, assist students to make appropriate career selections, and support student quests for human dignity and self-worth;
5. provide support services to facilitate student academic success; and
6. assist students to function effectively in their social and occupational environments.

College Organization

The College's functions are divided between two vice presidents who report directly to the president. The Vice President of Administration is responsible for all aspects of college administration that are indirectly related to classroom activity. Within this vice presidency there are two deans, the Dean of Administration and the Dean of Students, whose responsibilities include but are not limited to such functions as contract administration, facilities management, student admissions, student discipline, recruitment and marketing, payroll, and student government and activities. The Vice President, in conjunction with various campus personnel, assumes a direct responsibility for the development and administration of the College's budget and allocation of support personnel and personnel processing. The Vice President also has administrative responsibility for campus police, building and grounds personnel and the campus bookstore.

The Vice President of Academic Affairs is responsible for three schools, each of which is administered by a Dean. The Deans of Schools of Science and Technology, Liberal Arts and Applied Science, and Applied Arts and Applied Technology have been charged with the responsibility of coordinating, directing and planning the activities of the various academic and vocational departments which they administer.

Two assistant deans provide educational leadership for the remaining functions in Academic Affairs. The Assistant Dean of Continuing Education provides supervision, direction and coordination for the College's Outreach, Non-credit, Contract Education, Apprenticeship, and Labor Studies programs and for the Learning Resources Center and Library. The Assistant Dean of Academic Support Services administers the Career Guidance, Equity/Re-entry functions, Cooperative Education, Curriculum and College Publications. This Assistant Dean also conducts and/or coordinates staff development and program evaluation.

A copy of the LATTC organization chart for 1985-86 appears at the end of this report. Leaves of absence, long-term illnesses and the deletion of one assistant dean position caused many changes in reporting relationships throughout the academic year.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

In Fall 1984, the first semester of tuition in the history of California's community colleges, the enrollment of LATTC declined an unprecedented 15% from Fall 1983. In one year the enrollment of students at LATTC declined from 14,848 to 12,603. In Fall 1985, the enrollment again declined to 11,968, a further drop of 5%. College weekly student contact hours (WSCH) declined from Fall 1984 to Fall 1985 by 6%. The actual WSCH went from 159,855 to 150,394. The average WSCH per student also decreased slightly, from 12.7 to 12.6. Since WSCH is directly tied to funding, the lower WSCH enrollment resulted in reduced fiscal resources. Although these losses were dramatic and significant, they were not as great as declines experienced at other colleges in the District or the State.

The fundamental goal of all instructional programs at the College was to maintain program variety and quality while cutting back on offerings in order to adjust to the decline in enrollment. This objective was met in addition to the general instructional objectives cited in the College Goals section of this report. Specific instructional objectives set annually by all of LATTC's instructional departments were met in many instances, although a general decline of resources severely hampered instructional progress and accomplishment of objectives.

Major instructional projects that were successful included the implementation of an education program evaluation system, the ongoing review of the placement of courses in specific disciplines, the development of

courses in Vocational English as a Second Language (VESL), the further development of interdisciplinary courses, the further enhancement of programs, courses and curricula which stress the importance of reading, writing, computing and critical thinking, and the introduction of computer usage in a variety of disciplines.

During the 1985-86 academic year, microcomputers became integral learning tools in several areas. Computer literacy courses were offered in the Instructional Resources Laboratory. In addition, students in science and mathematics were required in many courses to become familiar with and to use computers. Students in chemistry, physics and mathematics were required to complete assignments using microcomputers.

Transfer. The academic curriculum at LATTC was originally introduced to complement the occupational programs of the college. This original intent is still evident at the College. However, as a comprehensive community college with a vocational emphasis, the College now offers a wide range of programs and courses for students desiring to transfer to a four-year college. Approximately 12% of LATTC's students are enrolled in programs which are designed to provide the first two years of a four-year college program.

Within the general education curricula, students are encouraged to develop their ability to write, read critically, and think quantitatively and qualitatively. During the 1985-86 academic year, a variety of strategies were employed by LATTC faculty to impart these skills to students. Many individualized writing exercises were developed by faculty with the assistance of an instructional specialist in the Learning Laboratory. Essay writing was a required part of the coursework in social sciences. The continuing review of competencies expected in English offerings will probably lead to the development of more consistent course competency requirements for all English skill development courses that the College offers.

Vocational. The instructional programs at LATTC are focused mainly on vocational, technical and career education. Vocational programs utilize over 75% of the College's resources and enroll over 70% of the College's students.

During the 1985-86 academic year, the major emphasis of all vocational programs involved program and course review and updating. Over 45 program advisory committees, composed of leaders from business and industry, reviewed vocational programs. They provided the College with evaluations which will be used to update vocational, technical and career program curriculum during the 1986-87 academic year. On the basis of program advisory committee recommendations during 1984-85, programs were altered, curricula updated and new equipment acquired during 1985-86. Among the changes was the updating of the Electrical Construction and Maintenance program, with the inclusion of instructional material on electronics, digital electronics, digital control and introductory robotics. Approxi-

mately $51,000 worth of instructional equipment was purchased. Included in the above equipment was a modern programmable controller and a personal computer for programming input. The Cabinet Making and Millwork program was also upgraded by the addition of $17,000 worth of modern shop equipment. The Metals Department improved its programs with the addition of $40,000 worth of IBM computing equipment. The Electronics Department enhanced its curriculum in the Electronics Engineering Technician program with the addition of modern Hewlett-Packard microwave equipment valued at approximately $167,000.

Considerable curriculum revision was accomplished during 1985-86. A pre-engineering program, consisting of seven courses transferable to four-year colleges and universities, was incorporated in the Electrical Construction Engineering program. A Pre-Technology Program for high school students was created and was approved by the College Curriculum Committee. The first course (Electronics Technology 228) has been included in the Fall 1986 schedule of classes. The Nursing and Health occupations Department completed major curriculum revisions in the Registered Nursing and Licensed Vocational Nursing programs and will be submitting changes to the Boards of Registered Nursing and Vocational Nursing for approval. In the Culinary Arts Department, previous curricular revisions were implemented. These included the integration of Chef Training, Catering Arts and Restaurant Management courses into a single Culinary Arts program, and the modularization of all courses in the department.

Advisory committees also actively supported vocational, technical, and career programs by providing donations of supplies and equipment for instruction. Among the over $600,000 in equipment and supplies donated were many tons of steel and aluminum bar stock and six tons of mixed plastic for the Metals Department, a 3-ton truckload of plywood and counter tops for the Cabinet Making program, and fashion periodicals for the Fashion Center library.

The Trade-Technical vocational education pattern has been organized in "blocks" for many years. Students enrolling in vocational programs have classes scheduled in a block of time with a particular instructor in a particular program. During 1984-85, the College began reexamination of this apprenticeship type of program organization. This examination continued in 1985-86. A preliminary analysis of this structure has revealed that some programs actually require more "blocking" than is currently scheduled, to assure student attainment of specified skills. As a result of this preliminary analysis, vocational and technical students have been encouraged to complete specialized courses and general education requirements for Associate Degrees. Continued examination of LATTC's instructional delivery system is the primary reason for the development of the College's own program evaluation system.

The continued excellence of the College's vocational programs and student achievement was evidenced by the continued demand by industry for graduates of these programs. In addition, the vocational faculty's commitment to excellence was expressed by the participation of a majority of the

faculty in staff development activities, attendance at technical conferences, and the continued publication of technical books and articles.

Apprenticeship. Enrollment in apprenticeship classes remained relatively stable as the number of claimed apprenticeship contact hours increased from 56,000 hours in Fall 1984 to 60,000 in Fall 1985. Apprentices are generally not indentured during econmic downturns.

The Apprenticeship Program is very supportive of LATTC's ongoing educational program. A large part of the enrollment in Cooperative Education is generated by apprentices through the Program, campus toolrooms were provided $10,000 in power tools and supplies; the Learning Resources Center also obtained much needed video equipment.

The Apprenticeship Program continued to meet the demands of various Joint Apprenticeship Committees by organizing and offering classes whenever requested. The Program is separately funded and has not been handicapped by the reduction in general funds.

In July 1985, the Legislature increased apprenticeship funding from $3.25 to $3.58 per student clockhour, a 10% gain.

Developmental. One of the more pressing issues at LATTC is the incorporation of a strong developmental education program into the curriculum. Although the College currently offers numerous sections of developmental classes in reading, writing and mathematics, the continuous influx of students with lower than college-level basic skills, as indicated by Project ACCESS placement scores, has created an educational resource utilization dilemma.

In 1982, the College carefully examined its developmental education program and created a Master Plan for Developmental Education. But during the 1983-84 and 1984-85 academic years, the College was unable to implement the plan, thanks to poor fiscal conditions and shrinking resources. However, during 1985-86, the College did allocate resources to take advantage of new provisions permitting community colleges to claim apportionment for organized tutoring programs. Coincidentally, the new provisions complemented and coincided with the original LATTC plan. In October 1985, the College was able to initiate a tutoring service supported by general funds. By the end of Spring 1986, a total of 387 students had been enrolled. The total WSCH was 1,580. It is estimated that 280 of these students received substantial tutoring during this time period. Most of the tutoring was in the area of English as a Second Language (ESL). It is planned to substantially augment this program in the 1986-87 academic year.

The College's basic skills program for vocational students was once again funded by the Vocational Education Act (VEA) during 1985-86. For the past six years, this program has been very successful in providing tutoring and individualized instruction for the College's vocational students

who may be experiencing difficulty in mathematics or English. The College is now incorporating this program into its newly organized tutoring program, along with the tutoring services provided by Extended Opportunity Programs and Services (EOP&S). This will eliminate much of the duplication of services for developmental students. The basic skills program is being relocated in the Learning Resources Center, where students will have access to comprehensive learning materials and the Instructional Resources Laboratory.

Faculty accomplishments, issues, challenges and concerns. The LATTC faculty was once again very active not only with teaching responsibilities but also with professional concerns. The range of professional activities included memberships in and leadership of professional organizations; the publication of books and articles; participation in campus, districtwide and statewide committees; and consulting services.

Various LATTC faculty were active members of such professional organizations as the American Federation of Teachers, the California Real Estate Educators Association, the American Technical Education Association, the American Vocational Association, the Association of Educators in Journalism and Mass Communication, the National Restaurant Association, the National Association of Automotive Teachers, the Los Angeles County Museum of Art Costume Council, the American Association of Community and Junior Colleges, the Modern Language Association, the National Council of Teachers of English, the California Business Education Association, the American Society of Heating, Refrigerating and Air-Conditioning Engineers, the Los Angeles Fashion Group, the California Cosmetology Association, the California Association of Black Faculty and Staff, the United States Professional Tennis Association, the California Nurses Association, and many others.

Faculty involvement in the governance of LATTC was demonstrated by faculty participation in the campus Budget Committee, Curriculum Committee, Administrative Council, Faculty Senate, the 60th Anniversary Celebration Committee, and in meetings between the College administration and the leadership of the American Federation of Teachers (AFT). The four standing committees that had been established in 1984-85 continued to be operative in 1985-86 (counseling, learning resources, continuing education and campus environment). A large number of faculty members participated in the meetings of the Strategic Planning Group.

There are two concerns about the faculty at LATTC. The number of full-time faculty has declined from a high of 253 in the Fall of 1980 to the present level of 210. Although student enrollment and student contact hours have fallen by greater percentages than the percentage decline in faculty, the College's inability to hire more full-time faculty has caused an absolute decline in program offerings and slowed plans for program revitalization and new program development. The second concern, that of the advancing age of LATTC's full-time faculty, is amplified by the declining rate of faculty replacement. The average age of full-time LATTC

faculty members is 55. The median age is 53. These statistics do not vary more than 10% among the 14 departments at LATTC. Advancing age among the College's faculty has both positive and negative effects on the education and training of LATTC students. Some aging faculty members, who have not updated their skills and who continue to teach obsolete material in an obsolete manner, do not provide students with relevant education and training. But other experienced faculty are master teachers who do not have to experiment in order to present the most important and current material. Both kinds of teachers can be found among the faculty at LATTC. An opportunity to select and hire new faculty would certainly help those departments experiencing declining capabilities and enrollment.

Library and Learning Resources Center. The main objective of the College's Learning Resources Center (LRC), which includes the Library, Media Services and the Instructional Resources Laboratory, was to maintain the level of service provided in 1984-85 with a depleted staff. The Library was short an acquisitions librarian and an intermediate clerk-typist during 1985-86. The Media Center was also short two key staff positions: an audiovisual technician and an electronic technician.

The Library was able to purchase 58% more books in 1985-86 than in 1984-85 (a total of 1,206 books compared with 765). Attendance at the Library was down by 25% this year from last, possibly due to lower student enrollment.

The LRC in many ways continues to be the center of campus actvity. Faculty and students use the Library and Learning Laboratory; faculty also use Media Services. Tutoring services and the writing laboratory are located in the LRC, and the entire campus community uses the media theaters for a variety of activities. Properly utilizing and supporting this facility has become a very critical campus priority.

Student Services

Admissions and records. Improvements in admissions procedures made it possible to eliminate long waiting lines during the registration periods. Students records were processed in an efficient and expeditious manner. In 1985-86, approximately 28,650 applications were processed and a total of 23,950 students registered. In addition, approximately 5,000 requests for transcripts were honored.

However, all of the above was not accomplished without some handicaps. Both the registrar and the evening supervisor were transferred to another college. There was a period of five weeks without a registrar. The evening supervisor is still not filled. In addition, clerical staff from Admissions have been loaned to Student Services and Counseling to assist in those areas.

Awards conferred in 1985-86 included 562 Associate Degrees, and 1,071 Certificates of Completion. Approximately one third of these were awarded at the end of the Fall 1985 semester.

Counseling and services to special clienteles

During 1985-86, the Counseling Center staff reviewed and revised the Counseling Plan and was actively involved in provided the student body with personal, academic and career counseling. In addition to these traditional functions, the counseling staff continued the implementation of Project ACCESS, conducted orientations for entering students, visited local high schools to offer information to high school students, and implemented plans to interact more effectively with academic and vocational faculty.

Approximately 150 foreign students enrolled at the College during 1985-86, and had to be given special counseling.

The Counseling Department operated for most of 1985-86 with only eight of the ten authorized certificated positions filled. Not until the very end of the academic year was the College able to fill the two vacant positions. Many of the counselors were reassigned from other colleges, and were unfamiliar with the special needs of vocational students. Nonetheless, they adjusted remarkably well to the complex LATTC environment. The new staff is composed of professionals who all possess counseling credentials, come from a variety of ethnic backgrounds and possess varied in-depth life experiences. The Department is now merging the strengths of each counselor with the needs of the College in order to develop a comprehensive, cohesive and effective counseling service.

In spite of the understaffing noted above, the Counseling Department managed to make an estimated 85,000 counselor-student contacts during the year. These contacts included such things as academic counseling, certificate evaluations, petitions, high school recruitment and transcript evaluations.

Goals for next year include enhancing the image of the Department by improving coordination with other student services, acquiring more extensive and accurate information for the benefit of students, and greater visibility for counselors.

The purpose of the assessment process was to provide appropriate enrollment information for new and continuing students. Placement tests in mathematics and English were given and placement recommendations made in conjunction with the Counseling Department. During 1985-86, approximately 9,500 student applicants were either tested, given waivers or duplicate test scores. The system for retrieving test scores and issuing duplicates has been vastly improved. Experience this year showed that the system will be more effective as better communications are established between the Assessment Office and the Counseling Department.

The purpose of Extended Opportunity Programs and Services (EOP&S) is to encourage the enrollment and retention of students handicapped by language, social, and economic disadvantages. Services included classes, orientation to the program, cash grants, recruitment, campus tours, textbook loans, and assistance in obtaining financial aid. This year over 800 students received regular EOP&S services, and about 200 used the textbook loan library. The Program also helped approximately 1,500 students with financial aid workshops or individual assistance in preparing their applications.

The Handicapped Students Program and Services Department (HSP&S) was able to supply interpreter services for the deaf to West Los Angeles, East Los Angeles and Los Angeles City College. This was done under the recently adopted Disabled Students Program and Services (DSP&S) regionalization plan for support services.

Because the majority of the students in the HSP&S program are hearing impaired, all courses for the Department are geared to assist these students with communication. The Department served 330 full service students during 1985-86; in addition, 65 limited service students were assisted. The student/instructor ratio has been decreased in order to meet the special needs of students as required by Title IV regulations. This ratio had been too high the previous year.

The Equity Re-entry Center provided counseling and guidance to returning men as well as women to assist them in coping with the college environment. Support services to facilitate academic success were obtained through counseling and the services of the Resource Specialist. Students with identified learning disabilities were instructed in better cognitive methods and given tutoring. The Center provided career and emotional counseling to promote the concepts of vocational and general education.

Financial Aid. During 1984-85 the Financial Aid Office was reorganized to work in conjunction with the central district unit, and this year the operation went more smoothly than last year. Despite the fact that full staffing was not achieved, a majority of students were served in an efficient and timely manner. The use of electronic systems and terminals has improved the accuracy, auditability and currency of student records. Approximately 2,700 applications were received during the fiscal year. About 1,500 were processed and sent to the central unit and the remaining 1,200 files were reviewed for status and follow-up.

The main concerns were understaffing and the splitting of the function between the campus and the central unit. The latter made it difficult to resolve student problems promptly enough. The main goal for next year is to obtain an increase in full-time qualified staff.

Special services. The LACCD Labor Center, established in 1978 to meet the labor education needs of working people in the District area, devoted its first four years to the development of the Labor Studies curriculum and non-credit labor education programs. Since 1982, the Labor Center has also been involved with programs and activities directly related to labor education. The Labor Center was responsible for the acquisition of $700,000 through the development of proposals for the funding of retraining projects.

In 1985-86, the Labor Center enrolled 1,121 students in outreach programs. Approximately 360 students were enrolled in Labor Studies credit courses. In addition, a wide variety of non-credit programs were offered to a large variety of industrial groups. The Labor Center raised $5,000 for the College's 60th Anniversary Celebration. All this was achieved in spite of no clerical help, which hampered the operation of the Center. The goal for next year is to obtain more adequate staffing and increase enrollment to 1,600 students.

The Child Development Center successfully provided child care for student-parents in a high quality pre-school environment. The Center also provided a laboratory setting for a number of student groups: LATTC students, practicum students from Los Angeles City College and a special group of students from Mount Saint Mary's College. Problem areas needing resolution next year are inadequate funding, staff shortages, unsatisfactory maintenance and the lack of substitute personnel.

The College did not maintain a central job placement office this year. The function of placing graduates has been returned to the vocational departments. The demand for graduates of occupational programs was greater this year and most programs had no problem placing their graduates.

Student activities. The Office of Student Activities coordinated and facilitated the student government program, which included such activities as campus clubs, student loans, commencement exercises and injury insurance. Special activities during the year included the 60th Anniversary celebration.

Special programs with educational value were also initiated and coordinated by the Office of Student Activities. These included celebrations of Black History Month and Cinco de Mayo. The Associated Student Organization (ASO), in conjunction with the Office of Student Activities, participated in and supported the College Transfer Day, blood drives and sickle cell screening, voter registration drives, and forensic team competitions. The ASO also held its first annual chess tournament, first annual creative writing contest, opened a new student lounge and sent four representatives to a state-wide student conference.

In athletics, the College distinguished itself again this year. The Men's Cross Country team won the conference championship. The Men's Track and

Field team also won the conference championship. The Women's Basketball team was among the eight finalists at the State tournament.

Community Services

Non-credit classes. During 1985-86, the Community Services non-credit classes were conducted during the Summer and Fall only. Since the early part of the Spring 1986 semester, all Community Service classes offered at LATTC have been administered by Los Angeles City College Staff. Community Services class that were in the Fall semester were those relating to personal business, computers, new careers, home maintenance and physical fitness. A total of 1,750 students enrolled in the Summer and Fall classes.

Events. The College's 60th Anniversary Celebration was held on October 30, 31 and November 1, 1985. A total of over 4,400 people attended the various functions. Approximately $12,500 was raised for the Los Angeles Trade-Technical College Foundation in support of the College's goal. The celebration provided an opportunity for the College to be recognized and to improve its image.

The renting of the Grand Theater to outside groups during the year resulted in the generation of some income to the College. In addition, such an activity helped promulgate the name of the College in the community.

The Grand Theater attracted many groups from throughout the city. Special productions and events during 1985-86 included: The Los Angeles Trade-Technical 60th Anniversary Celebration, a meeting of the Teamster's Union Local 630, the Blackwell Dance Academy, the National Theater of Performing Arts, The National Council on Aging, The Rainbow Connection Studios, Black Talkies, and, at the end of the year, the many local high school graduation ceremonies.

Plans to generate adequate funds for maintenance of the Grand Theater were largely successful this year.

Planning, research and development

Long-range planning. In 1985-86, the Vice-President for Academic Affairs, under the direction of the President, set up a Strategic Planning Committee to consider the matter of future planning, both long-and short-range. The Vice-President was concerned that, in an environment of declining resources, lessened local control, limited data on future trends, and inability to make programmatic changes, the College family should consider its real future options and clarify its long-range planning.

The Committee developed strategies in the areas of college image building, student services, planning and control, and the development and use of resources. The strategies in planning and control were most concerned with the reassessment of all college priorities.

Long-range planning efforts have also continued through college planning forums (e.g., Budget Committee, Curriculum Committee, Executive Council, Administrative Council), refinement of the Program Review and Evaluation System, and the activities of the LATTC Foundation. Moreover, the College has participated in activities developed by the districtwide Committee on Access and Excellence. Finally, planning efforts were considered to update the Mission Study, compiled by LATTC in March, 1978, which would determine college and student needs over the next 10-15 years.

Research projects. The College continued implementation of the Program Evaluation Project during 1985-86. Its purpose was to assist in identifying the strong instructional programs and to determine needed support, while singling out weak programs for remedial action. During the year, ten programs involving 75 faculty members were evaluated and reports made. Resources such as staff and equipment were critically evaluated and the results reported to the Vice-President for Academic Affairs. It is expected that many deficiencies and shortcomings will be dealt with in the 1986-87 academic year. A positive outcome of the process was an improvement in faculty morale, gained from their role in the decision-making process.

The study on how to implement a Comprehensive Student Follow-Up Survey is being continued in the Office of the Vice-President for Academic Affairs.

The preparation of the Institutional Self-Study required by the Western Association of Schools and Colleges (WASC) was commenced in 1985-86. The committee membership included certificated, classified and administrative personnel. The document should be completed by December 1, 1986.

Special fund development. The College was successful in bringing in considerable monies and equipment to supplement the District-funded Program 100 budget. During 1985-86, over $2.8 million was raised, of which over $650,000 was awarded from Vocational Education Act (VEA) funds obtained through the District Office of Occupational and Technical Education. These were allocated for new equipment, re-entry, tutoring, and handicapped services. The state Employment Training Panel funded computer grading equipment, instructor salaries and an electronic telecommunication technician program, for a total of almost $600,000. The State of California provided $1.6 million for child care and handicapped services.

From annually renewed special funding sources, the College collected over $350,000 for Apprenticeship education, and $336,000 for EOP&S.

This year the Los Angeles Trade-Technical College Foundation received donations and grants totalling $85,000.

Community Relations and Marketing

Public information and student recruitment. The reduction of the Public Information Officer's time on the LATTC campus did not significantly reduce services of the Public Information Office. Publicity efforts included the dissemination of approximately 20 news releases each month to 62 newspaper chains as well as to local radio and television stations, local colleges, high schools, public officials and community advisory groups. In addition, the Public Information Officer produced a number of departmental brochures, as well as special public relations releases from the President's Office. Finally, LATTC received more than $45,000 in public service air time as a direct result of the dissemination of public service announcements on college events.

During 1985-86, a marketing committee was formed to develop strategies and activities that would attract students to LATTC. The Office of Student Services prepared and mailed recruitment information packages to some twelve hundred agencies in the greater Los Angeles area. Addresses included high schools, churches, public agencies and selected companies. In addition, some 2,000 catalogs were sent to schools and colleges, and 3,500 schedules of classes were mailed, as well as over 200,000 special publicity pre-prints.

Articulation with schools and colleges. The College also attempted to articulate effectively with its feeder schools and transfer colleges. Information regarding academic offerings was provided to high schools in the area, and details of transfer programs were supplied to appropriate colleges and universities. In support of the articulation effort, seventy-five high schools were visited by members of the college faculty. Thirty high schools participated in College Day, tours, workshops and classes conducted on campus. As a result of the above efforts, eighty-five students have enrolled from Jefferson High School, forty-five from Manual Arts High School and forty students from Wilson High School. These schools are all part of the College's high school relations program.

In addition, the College, for the third year, hosted a mathematics competition for high school students. One hundred and five students participated. The main prizes went to the three students with the highest scores, who were awarded cash and plaques provided by the LATTC Foundation. The College is actively involved with the Los Angeles Unified School District in the joint development of a "High-Tech" enrichment program for high school students scheduled for implementation during the Fall 1986 semester.

Contacts with business and industry. There are approximately 450 members of the Greater Los Angeles business community serving on LATTC's educational program advisory committees. These business and industry leaders

provide advice and assistance of considerable value to the College. A culminating activity for the committee members is an annual Advisory Breakfast catered by the Culinary Arts Department. At this year's breakfast, the guest speaker, Dr. Cornelius Ping, Vice President of the University of Southern California, emphasized the importance of cooperation between our two educational institutions. Also during the breakfast, the College presented the Western Association of Furniture Supplies with a plaque in recognition of their donation of $2,500 to the Foundation in support of the Cabinet Making Program.

College administrators, faculty, and staff participated in numerous community forums. Information concerning LATTC was shared with other educational institutions, civic bodies and business groups.

Administrative Services

Facilities. The LATTC campus is one of the older campuses in the District, and its facilities have been constructed over the past fifty years. All of the buildings are in use for instruction. Many contain an extensive investment in equipment used by students in vocational programs. The older buildings present many challenges; they are not air-conditioned and often require extensive repairs. The newer buildings are beginning to slowly deteriorate under heavy usage. The Physical Education outdoor facilities are in need of reconfiguration and grading. The extensive use of the outdoor facilities by the local community has lowered their quality for instructional purposes.

The College Store completed installation of a computer which will improve record keeping. Software for a textbook inventory system has been received, and the store inventory has been transferred into the program data base. This resource is expected to improve bookkeeping accuracy and to raise productivity. The Store has also installed a College Source Board, which is a digital moving message bulletin board. Messages can be programmed into the board by the bookstore staff.

This year saw further staff reduction. It is anticipated that computerization will partly offset loss of productivity.

The Store operated at a financial loss again in 1985-86, as in three of the past four years. Contributing factors were salary increases, reduced gross margins and reduced student enrollments. The loss was approximately 2% or $22,000, on a total sales volume of $1,100,000.

The Cafeteria continued this year to provide food service for staff and students on campus. In addition, it provided on-the-job training for students in the Culinary Arts Program. A major accomplishment this year was replacement of paid staff with students of culinary arts classes. This resulted in the elimination of the fiscal deficit of previous years and

the showing of a net operational profit. The cooperation of the class was instrumental in monitoring supplies, controlling overproduction and increasing sales volume with well-prepared foods.

Plant operation and maintenance. Maintenance staff was reduced by 19% from 48 to 39 employees. Funds were available for only minor repairs and maintenance. Nevertheless, 4,506 work requests were processed, a 24% increase over the previous year. Work responsibilities among available personnel were reapportioned at the beginning of the year. This resulted in increased production by most of the staff.

Planning was completed to increase energy conservation in the near future. Specific methods will include increased control of lighting, thermostatic control of the swimming pool, installation of individual building hot water heaters, and increased monitoring of sources of energy loss.

Business Office. The Business Office continued to provide prompt and courteous registration services to all LATTC students. At the same time, efficient disbursement of financial aid, loan funds, scholarship grants, revolving funds and miscellaneous checks and warrants was maintained. The Business Office also provided accurate accounting for all LATTC funds, managed the Associated Student Body funds, and processed budget, encumbrance invoices and other purchasing documents. Services to students included the processing of Veteran, Job Corps, Handicapped, Apprenticeship and foreign student documents.

All this was accomplished with a reduced regular staff. Substitute clerical help provided assistance during peak enrollment periods. A program of cross-training was implemented to meet ongoing responsibilities. Pressing needs are the stabilization of the Business Office staffing, the evaluation of the college investment portfolio, a review of student processing procedures and more effective follow-up procedures on unpaid returned checks.

Security and safety. During 1985-86, the ability of Campus Safety and Police staff to meet the law enforcement needs of the College was greatly limited by a shortage of personnel. Nevertheless, 90% of routine service calls and 100% of emergency calls received timely responses from officers. The Campus Safety and Police also instituted a non-sufficient funds check recovery program, which resulted in collections totalling $17,300, representing a 94% clearance rate.

Classified staff relations. The College continued its effort to keep lines of communication open to all staff members. In cases involving personnel problems, every attempt was made to resolve issues at the college level. A growing discontent among staff has probably been the result of the continued erosion of campus resources. Nevertheless, the

college administration seeks appropriate representation from all factions and employee groups for the governance of the College.

Affirmative action policies and selection procedures remain in effect, although fiscal constraints severely reduced new hires and replacements. Replacement of faculty is particularly important for a sixty-year old LATTC where the hiring of quality underrepresented minorities and women became a top priority during the last five years. It has been disappointing that this year we have seen another decrease in faculty and staff without any relief in sight. When funding allows the hiring of additional personnel, the College is committed to addressing its unfulfilled goals in compliance with the guidelines of equal opportunity and affirmative action.

Staff Development. The District Office of Staff Development sponsored many events at the College. Over a hundred Admissions personnel from all over the District attended eight workshops on such issues as teamwork and stress, and specific problems faced in their area. Subjects covered in other workshops included AIDS, computer literacy for administrators, and asbestos. College administrators attended management training sessions at the Assistance League. Two counselors and three instructors took part in the Summer Internship program. Participating companies included Pacific Bell, Hughes and N.I. Industries. The interns got on-line training and developed curricula and teaching materials for mechanical drafting, fiber optics, electronic assembly, and many other evolving technologies.

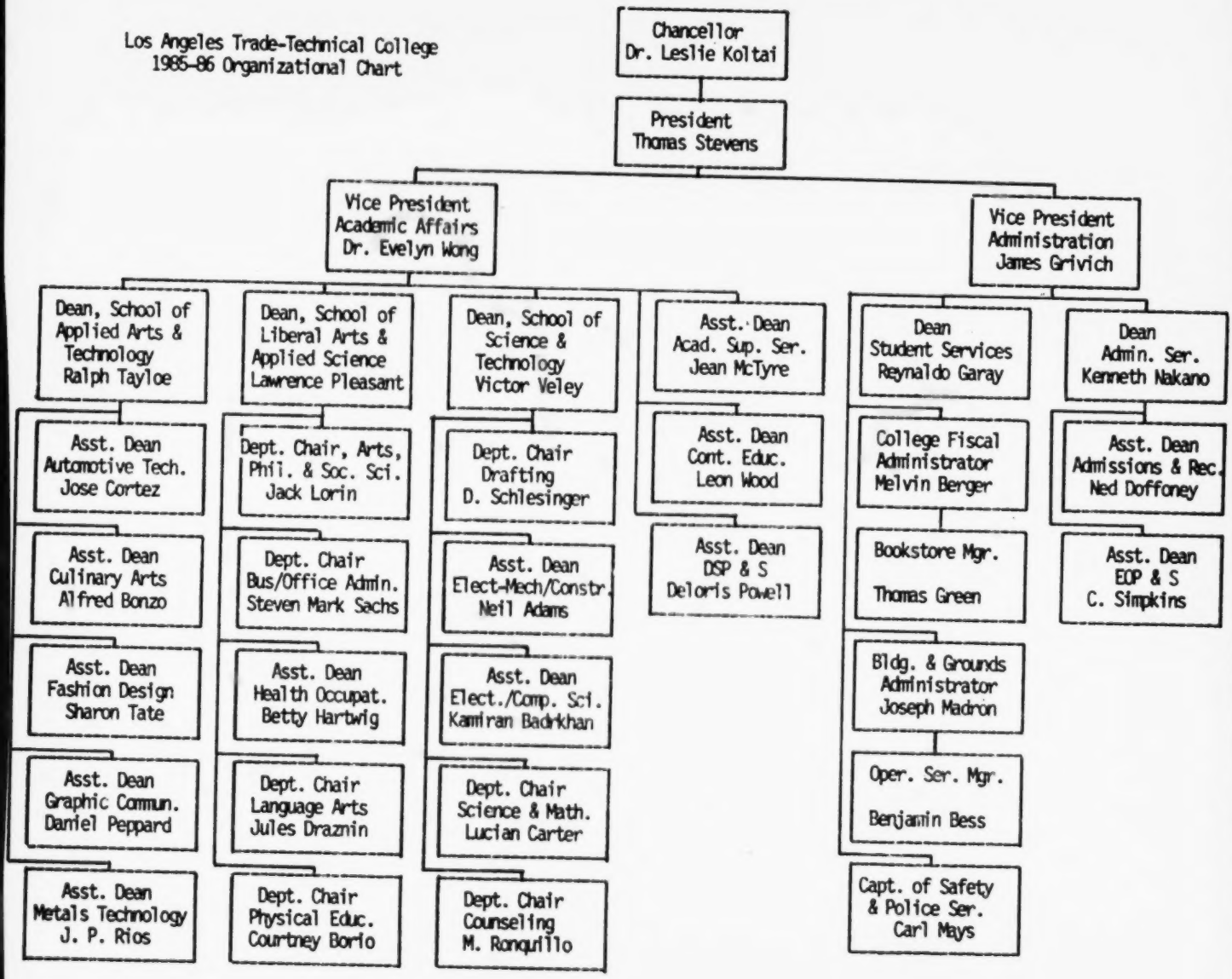
SUMMARY

Los Angeles Trade-Technical College experienced many achievements and challenges in 1985-86. Major achievements included near capacity enrollment in high quality instructional programs, the support the college continued to receive from the greater Los Angeles community, continued evaluation and improvement of programs, increased marketing of the College, acquisition of state-of-the-art equipment for instructional programs, computerization of many administrative functions, and continued excellence in instruction provided by the college faculty.

The challenges faced by the College in 1985-86 were most often associated with a general decline in resources. Personnel shortages caused many dislocations and created many situations that still require attention. Budget erosion created the need for a thorough investigation of ways in which the College can survive and offer high quality educational programs if this decline continues. Other continuing challenges included the development of programs to address the changing literacy needs of entering students, staff development activities to address the changing needs of an experienced faculty, computerization of mundane and repetitious administrative functions, the further enhancement of counseling and student advisement, and the maintenance of deteriorating equipment and facilities.

The College looks forward to the future with a dedicated faculty, administration and staff, which have already set in motion activities that will permit the institution to not only survive but excel in providing for the working people of Los Angeles the most up-to-date and relevant occupational skills at the lowest possible cost.

Los Angeles Trade-Technical College
1985-86 Organizational Chart



L O S A N G E L E S V A L L E Y C O L L E G E

THE COLLEGE

Community Served by the College

Valley College continues to serve a varied and changing population in the eastern portion of the San Fernando Valley. Van Nuys, North Hollywood, Sherman Oaks, and Studio City are the primary communities served. According to the 1980 census, the community population is 76% non-Hispanic white and 24% minority, with 17% Hispanic, 4% Asian, 2% black, and 1% other. Last year the student population was 65% white and 35% minority, with 15% Hispanic, 10% Asian, 6% black and 4% other. Of the adult population in the community who are 17 years of age and over, 5% are under 20 years of age and 31% are over 55 years. Students under 20 years of age comprise 16% of Valley's total enrollment and 6% are over 55 years.

Total employment in the communities served is approximately one half million, with 30% in manufacturing, 26% in services, 17% in retail trade, 10% in government and 17% in a variety of other occupations. Approximately 64% of the workers in this primary service area are in white collar jobs: clerical, technical, sales and management.

In Van Nuys and Sherman Oaks, 51% of the area includes single family dwellings and 18% multiple family dwellings. Multiple housing construction has continued slowly, and in some areas new construction has not been readily occupied. The remaining 31% of the area is divided among Commerce (8%), Industry (9%), and Parking and Public Areas (14%).

Mission and Functions Statement

Basic to the philosophy of Los Angeles Valley College is the belief that members of the community should have the opportunity to develop to their full potential. To that end, the primary responsibility of the College is to provide students with educational programs and services to improve the quality of their lives, further their liberal arts and/or vocational preparation and advancement, and enable them to contribute to society.

The College, therefore, strives to serve all who have the capacity and motivation to profit from higher education. The College recognizes its responsibility to meet the continually changing educational needs of the community and the growing diversity among students. The College is also committed to maintaining the quality of education experience within an atmosphere of academic freedom.

The major educational functions of Los Angeles Valley College are to provide lower-division transfer, occupational and developmental educational programs leading to certificates and associate degrees, which are appropriate to the needs of communities served. Community Services classes are also offered.

College Goals

The primary goal of the College is to determine and to meet those needs of its students and of the community it serves as effectively as they can be met through the educational process and its products. This goal is a continuous one, responsive to ever-changing needs.

In implementing this primary goal, the College works to provide:

1. a variety of readily accessible educational opportunities through general liberal arts education, technical-vocational education, lower-division preparation for transfer to four-year colleges and universities, and curricula for personal growth;
2. counseling services directed toward identifying and fulfilling educational, financial, health, and other personal needs;
3. an atmosphere and image that will attract the involvement of community members and organizations in the educational process, both in a participatory and in an advisory capacity; and
4. cooperation with other institutions in promoting appropriate educational and cultural programs.

ACHIEVEMENTS AND PROBLEMS

Istructional Programs

Transfer. The establishment of majors at Los Angeles Valley College had a positive impact on transfer programs. Student awareness of major requirements at both Los Angeles Valley College and the 4-year colleges increased; consequently, students selected more appropriate courses. All departments developed plans for sequencing and scheduling major requirements so that students can complete their transfer course requirements within four semesters.

Departments developed various procedures to increase the probability of student success. Some departments administered screening tests, recommended appropriate classes, and checked prerequisites. The Mathematics Department will undertake placement testing for certain courses and plans to add a computer laboratory for Computer Assisted Instruction (CAI). An on-going program review resulted in updating and/or revising curricula in philosophy, art, family and consumer studies, engineering, business administration and office administration. The Chemistry Department rewrote and upgraded the course outline for Chemistry 1 to put more emphasis on thermodynamics and kinetics, updated its Orientation Examination, and is computerizing its laboratory. The Physical Education Department developed three-hour classes to meet standards of physical fitness. Student

interest increased in fitness activities like aerobics, weight training, swimming and aqua aerobics.

The Economics Department reported an increase in students majoring in that discipline. In keeping with the trend of "downsizing", the Theater Arts Department undertook discussions with Broadcasting on the feasibility of combining into one department.

Many departments organized serious recruitment activities. The Journalism Department planned a high school journalism day. The Earth Science Department will bring interested high school students on campus to tour the facilities and also to administer the National Geographic Aptitude Test. The Physics Department administered the Association of American Physics Teachers annual test to 96 high school physics students. Valley College was the only college in the area to provide this service for students from all parts of the San Fernando Valley. New transfer program brochures were distributed to make students aware of Valley's programs.

The largest number of our transfer students attend California State University (CSU), Northridge. While follow-up information is limited, the College learned of transfer students' success in such areas as economics, mathematics, chemistry and dietetics. Some feedback was received from other CSU schools, University of California (UC) campuses, and private universities.

Many problems affecting the instructional program reflected District fiscal concerns and structural changes. These problems included reduced ability to offer specialized classes with hourly rate instructors, limitations in audio-visual materials and equipment, continued wear on laboratories, equipment and buildings, and shortages of supplies and student workers. Despite these constraints, the transfer program continued to excel and fulfill its mission. New equipment to be obtained in the fall with state funds should alleviate some problems in the instructional area.

Vocational. Valley College's Career Education Committee has expanded its role from reviewing VEA funding to a College-wide approach to career education issues. The Committee has become involved in recruitment, career education certificate programming and review, and resource development. Subcommittees were established for Curriculum Development and Computer-Assisted Instruction at the Vocational Education Center.

The Engineering and Office Administration departments continued development of special funds to keep their programs current with the evolution of high technology. The two departments were awarded grants totalling $981,811 from the California Employment Training Panel, through the District's Office of Occupational and Technical Education. Of that amount, $289,360 was awarded for updating Computer-Assisted Design/Computer-Assisted Manufacturing laboratories. An additional $94,181 was alloted for the Computer Numerical Control and Computer-Assisted Circuit Board Design laboratories.

Continued support and development of automated systems bolstered the Engineering Department's effort to provide state-of-the-art programs in engineering, drafting, tool and manufacturing, and numerical control disciplines. Specially funded programs in composite materials and quality control inspection are now in the developmental stage.

The Office Administration Department's chairperson successfully developed and operated a mobile laboratory equipped with 25 IBM PC's for office automation training. Under two separate grants totalling $598,270, awarded by the California Employment Training Panel, the department is providing training for major employers in Los Angeles County. This highly successful training program will continue its operations next year. Resource development connected with this training program allowed the Department to equip their Learning Center with 15 IBM PC's, along with printers and software. A second specially funded mobile laboratory is planned for office automation training using Wang equipment.

Vocational Education Act (VEA) funds were used to continue national priority programs. These included the Center for Computer Assisted Instruction for Vocational Education (CAIVE), which was established with 40 IBM PC's, networks, and printers. Its mission is to support vocational education students with CAI programs for course updating and for tutoring linguistic-minority and academically disadvantaged vocational students. Serving as a resource, the CAIVE Center will enable vocational education faculty to update their course outlines in a wide variety of career education areas in which automation and computers are changing the way work is done. Plans are being made for the CAIVE Center to provide training to small businesses in association with the greater Van Nuys Area Chamber of Commerce, funded through the State's Employment Based Training Program.

Another new and innovative VEA-funded project established this year was the Center for the Advancement of Business, Labor, and Education (CABLE). CABLE's primary purpose is to develop enrollment and resources for the College through creative partnerships with business and labor. Programs and services provided by the Center include career development programs for employees, gender equity projects, assistance to single parents and homemakers, and training for adults.

Under supervision by the Center's director, recruitment materials for career education are being developed. Included in this effort are brochures for each vocational education department, every certificate program, and services such as the Career Center, the Placement Office, the Handicapped Services Office, and the CAIVE Center. In addition, brochures are being developed for single parents, homemakers, vocational education, and tutoring programs. A career education brochure for the year will list special programs, projects, workshops, seminars, lectures and demonstrations.

Developmental. Project ACCESS continues to assist placement of students in appropriate English, computer science and mathematics courses. Enrollment in reading classes increased as a result of diagnostic testing and recommended course placement through counselor-directed orientation program. More limited English-speaking students are enrolling in the College, especially those from Asian, Hispanic and Middle Eastern language groups. The Speech and English Departments continue to offer a core curriculum that combines spoken and written English. There continues to be a need for additional equipment, media, and staff support for the Learning Center and Foreign Language Laboratory. There is also need for more English Department tutors and Language Skills Instructional Assistants.

Faculty achievements and development. The Valley College faculty continue to excel through publication, participation and consultation.

Dr. Lois Berquist published a book on infectious diseases; Theodore Lynn's textbook Introductory Musicianship will soon be in its third edition; William Timmons has just published a text on film making; Robert Bond recently completed his 4th edition of California Real Estate Principles, which is the text for many of the questions used in the California real estate licensing exams; Karen Timberlake is completing the 4th edition of Chemistry, a national best seller in the area of health science preparatory chemistry, published by Harper and Row; Dennis Reed wrote a book to accompany the exhibition "Japanese Photography in America, 1920-1940". The book was edited by fellow department member June Harwood, and will be released in Japan as well as the United States. Two members of the Mathematics Department are writing textbooks; Norman Siever on intermediate algebra and Leon Marzillier on statistics.

The faculty continues its leadership role in appointments to a variety of professional groups. Maryamber Villa was appointed to serve as the State's Community College representative to the California State University Senate's General Education/Breadth Advisory Committee, while representing the faculty during the presentation of its Master Plan Commission's Report before the California Coalition for Public Education; she also served on the accreditation team for Van Nuys High School. Dr. Carmen Salazar is a member of the core committee of the California Foreign Language Competency Project which, in September, will present a competency statement for foreign language proficiency teaching and testing in all of the educational segments: elementary and secondary schools, community colleges, California State University, University of California, and private institutions. Dr. Salazar is also on the Foreign Language Advisory Committee of the College Board in New York and has been named Visiting Examiner for the academic year 1986-87 at the Educational Testing Service in Princeton. Angelo Villa, the chairperson of the Foreign Language Department, is a member of the California Foreign Language Committee Project. He was reelected to another term on the Accrediting Commission for Community and Junior Colleges and, at the request of the director, is currently writing a handbook on the organization and accreditation "self-study" methods.

This handbook will eventually go to all institutions undergoing the accreditation process. Fidel Danieli wrote many reviews for several important art magazines. James Marrin served as an officer of the Art Directors' Club of Los Angeles. Professor William Glater of the Chemistry Department is serving as a consultant to the California Department of Water Resources research project on agricultural waste water reclamation. He also served as chairman of the U.S. Geological Survey Committee for evaluation of proposals on waste water research, Washington, D.C. Louise Dean is serving as President of the Southern California Association for Education of Young Children, served on the Accreditation Committee for Los Angeles Adult School Program and on the state task force to develop Home Education Programs for Community Colleges. Jeanne Polak appeared as a nutrition expert on 'Alive and Well' and taped radio spots on healthful eating habits. Joan Clemons is on leave from the Earth Science Department to the University of California at Los Angeles (UCLA), where she serves as liaison person between the University of California and the Community Colleges for "writing across the curriculum." Alex Ball is working with Los Angeles County on litigation involving the Big Rock Land Slide. Dr. Joseph Daccurso of Theater Arts served on the Academy Awards panel for student films. Elaine Timmerman of the Women's Physical Education Department is a district duty officer for the Red Cross, chairperson of the San Fernando Valley District Disaster Committee and job director of all disasters referred to the Emergency Control Center for San Fernando Valley. Jan Wood conducted workshops in golf for the Hawaii Association of Health, Physical Education and Recreation in Hawaii and the California Association of Health, Physical Education and Recreation in San Luis Obispo.

Library and Learning Resource Centers. The budget allocated to the Library this year was $20,000 for books and $14,000 for periodical and microfilm subscriptions. Because of the $9,000 reduction in the book budget, only 853 books were purchased this year. As a cost-saving measure, many of these were paperbacks. Even with this practice, the average purchase price was $26.36. The number of gift books added to the collection increased to 529. The book collection now totals 122,103 volumes. Because of periodical subscription price increases and budget reductions, 95 paid subscriptions were dropped this year and no microfilm back issues were purchased. The Library now maintains 268 paid subscriptions and 49 gift and free subscriptions for a total of 317. It continues to be open from 8 a.m. to 9 p.m., Monday-Thursday and until 2 p.m. on Friday. The Associated Student Union granted the Library $2,000 to fund weekend service at 1-4 p.m. Sundays. The Library's one unit course, Introduction to Library Resources, continues to grow; this year, 461 students were enrolled. With the full-time professional staff limited to 3 full-time equivalents (FTE), service continued at minimal levels. One half-time evening clerk position was not funded. The reduction in the student worker budget to a total of 1,020 hours for the year greatly hampered the timely sorting and shelving of returned books and assistance at the circulation desks. Work-study students were utilized, but were not available at the beginning of each semester.

The Library was able to purchase one microfilm reader/printer and one microfiche reader/printer through special equipment funds. This equipment has been of great value in the Periodicals Department. The Library was awarded a grant of $4,410 from the Chancellor's Library Development Fund for the acquisition of a microcomputer-based CD-ROM ordering and technical processing system. Experimental implementation of this system will continue over the next three years. Additional equipment funds were received from the statewide distribution of classroom equipment funds. In order to compensate for reductions and meet service needs of students and faculty, the Library needs the replacement of at least one librarian and the classified position. The budget needs to be increased beyond the level of inflation over the past few years in order to fill in gaps that are beginning to appear in many subject areas of the collection. Tasks to be accomplished include updating the catalog, automating the circulation system, identifying missing material, and upgrading the book security system.

Learning Center student participation decreased 21% in Fall 1985, due to decreased enrollment, reduced staff, limited maintenance support and the delay in evening service until after the semester began. An instructional media assistant was on illness leave, and there was only one student worker to assist. Nonetheless, functional support was maintained for those courses who used the Center's facilities for most of the class work; their subject areas included speech, mathematics, reading, study skills, and education. Significant use of materials was also made by students in accounting, economics, foreign language, speech, broadcasting, library media technology, and Instructional Television courses. In January, a new instructional media assistant was transferred to the Learning Center, and work was begun to repair damaged sets of materials and to identify what new equipment should be purchased with state funds.

Student Services

Admissions and records. During the 1985-86, the Admissions Office enrolled over 34,000 students, a slight decrease in enrollment (7%) compared with 1984-85. During the year, the Office processed over 22,000 applications and approximately 25,000 course program changes.

Over 8,500 students were enrolled by mail-in registration in the fall semester, over 9,000 during the following spring semester, and 3,700 students in the summer session. For the first time, mail registration was made available for new as well as continuing students. This type of registration significantly reduced the volume of in-person enrollment and its impact on Admissions staff. During the spring semester, college administrative centralization of student add cards assisted students enrolling in classes and increased weekly student contact hours (WSCH). This process was made possible through the volunteer efforts of certificated administrators and over eighty faculty.

Counseling and services to special clientele. In 1985-86, the Counseling Department operated with a counselor/student ratio of one to 1,650. It was dispersed in several "satellite" locations, including the Administration Building, the Career Center, the EOP&S Office, the Learning Center, the Financial Aids Office, the Veterans' Office and the Handicapped Student Programs and Services Office. Approximately 29,500 students received counseling assistance; 15,000 students on a drop-in basis, 5,000 by appointment and 9,500 by phone calls.

The Ex-Offender Program helped students from correctional institutions make the transition to college life. These students averaged 12 units per semester. The program required approximately 300 counselor hours. Counselors visited eight institutional sites such as the Corona Rehabilitation Center and Wayside Honor Rancho, and received training at California State University, Long Beach (CSULB) and Northridge (CSUN), where the program was originally developed.

School Relations representatives from UCLA and CSUN met with college counselors and shared important information regarding articulation, testing and financial aids. They also made regularly scheduled visits to answer questions of individual students transferring to the respective schools.

The number of veterans receiving Veterans Administration educational benefits for their attendance at Valley College remained nearly constant from 1984-85 to 1985-86. The head count for the annual Veterans Cost of Instruction report for 1985-86 was 227, virtually the same as last year's 230. The full time equivalency (FTE) of 168 remained constant. It is anticipated that Valley's veteran enrollment will remain at the current level or even increase as both reservists and veterans take advantage of several new educational benefits. Veterans Office personnel are currently recruiting individuals eligible under these new programs. Personnel costs for operating the office are being covered by Veterans Cost of Instruction (VCI) funds and the Veterans Administration Work-Study program.

Project ACCESS, an assessment orientation program for new students, was continued at Valley College for the 1985-86 year. The Counseling Department conducted seventy-nine sessions for 4,637 students, 3,331 in the fall and 1,306 in spring.

In Fall 1986, Personal Development 1, Introduction to College, will be offered in a new workshop format. This class will be particularly recommended for students who score low on the assessment test. It is anticipated that assistance, including educational and career planning and study skills, will help this targeted group of students remain in college.

Counseling is also presently supporting the Employee Assistance Program, which is sponsored by the American Federation of Teachers (AFT) local union and the District Administration.

Extended Opportunity Programs and Services (EOP&S) continues to deliver high quality services to disadvantaged students. Over 600 of the students reviewed were determined eligible for the program and 461 were served.

This represented more than 12% of the full time student body and was up 10% from last year's figure. Delays in the processing of financial aid continued to affect the EOP&S office staff.

Activities for returning women were coordinated with other special services activities such as personal development, because of limited funding and staffing.

Disabled Students' Program and Services (DSP&S) met their primary goal of assisting students with disabilities to successfully integrate into the total college community. The number of "identified" disabled students has remained fairly constant from year to year and usually represents about three percent of the total college population.

Approximately 430 disabled students requested special assistance, an increase of 7% over 1984-85. Their retention rate rose three percentage points to 73% in 1985-86. The number of disabled students graduating and receiving associate degrees also increased, from five to thirteen, and more of the disabled earned certificates. Four disabled students completed the necessary coursework requirements to transfer as juniors to state colleges and universities. Overall, the completion rate jumped from one percent in 1984-85 to five percent during this current year. Four program objectives for this year were successfully implemented. The Learning Disabilities Program experienced a 25% increase in enrollment and a new course, Learning Skills 40, Learning Disabled Students Individualized Diagnostic Processes, was developed and will begin in Fall 1986. The Adaptive Physical Education program also experienced an increase in enrollment; several pieces of equipment were purchased to provide state-of-the-art adaptive fitness capability for the orthopedically impaired. The DSP&S Computer Laboratory went into full operation this year and has provided outstanding opportunities for disabled students to develop computer literacy.

This year, thanks to the Perkins Vocational Act, DSP&S was able to expand programs and services for disabled vocational students. The new act provides for counseling services within the same program subpart and allowed the hiring of a part-time certificated vocational counselor. This counselor provided job development and placement, and made a focused effort in the area of identification and recruitment. The efforts were most fruitful, and the identified vocational population increased almost 80 percent. Approximately 180 disabled vocational students receiving special services from DSP&S were identified.

Modifications were made to the DSP&S office in Administration 126 and a fully accessible computer lab now exists for Computer Assisted Instruction, Computer Assisted Tutoring, and basic programming/word processing. This year, the staff was able to develop the "DSP&S Network Newsletter" to provide increased communication, information and visibility to the College and its community. In addition, the staff of DSP&S observed "Disability Awareness Week," with two weeks of programs and activities designed to increase understanding and awareness of the disabled.

Financial Aid. Valley College forwarded 668 new applications for processing during the 1985-86 academic year. The Audit Report of May 21, 1986 showed 378 students on the system, a slightly lower figure than the 394 that the Central Unit had processed for Valley as of the last week of 1984-85. A series of workshops was initiated to explain how to complete the Student Aid Application for California (SAAC), and ways for students to speed up the processing of 1986-87 applications.

During the 1985-86 year the financial aid process was plagued by a number of problems including difficulties with the computer, lack of programming-support, an inflexible and inadequate Financial Aid Management System (FAMS), rapid unexpected changes in regulations, confusion regarding format and procedure and, serious absenteeism at the Central Unit.

With the return of the operation to the campus, files should be processed more quickly and efficiently. Weeks and months of delay due to processing at a remote location should be eliminated and the delivery of aid to students should improve.

Special services. The Child Development Center provided 74,331 hours of services to 161 children (90 in the day program, 71 in the evening) of 124 student parents (78 in the day program, 46 in the evening) in 1985-86. The children's ages ranged from three to five years in the day program and three to thirteen years in the evening program. Expanded services were available upon need to student families served by the Single Parent/-Homemaker project.

Demographics of enrolled families included a wide range of cultures and languages which reflected the College's service area. Female single heads of households were identified in more than 50% of the families. The laboratory functions of the Center delivered an average of 50 hours practicum and 314 hours student employee on-the-job training per week. Graduate students from CSUN, UCLA and Pacific Oaks interviewed staff and parents, conducted a study on fathering, and participated in the developmental curriculum. High school recruitment included tours, orientations and hand-out materials to over 100 students.

The Cooperative Education Office was reorganized, and now has responsibility for the Placement Office, the Career Day and Job Fair, Job Search Workshops and Cooperative Education. There were 3,920 job requests taken and 2,587 filled by Valley students. The placement service of the College remains vital to the recruitment and retention of students.

Student activities. The Associated Student Union (ASU) Executive Council had an extremely productive year. They helped fund 40 co-curricular and extra-curricular activities with a budget that reached $91,000. This was the first time that the tier structure (budget increase based on number of memberships sold) for funding campus activities was used, and it was very successful.

Twenty-one clubs were active both semesters with the ASU Senate serving as the forum for the club representatives. Each semester ASU elections were held and while the voter turnout was not extraordinarily high, students still expressed interest in student government activities. The ASU Executive Council sponsored numerous student activities for the College.

Valley College has been known statewide for the scope of its student activities. This year, student interest in legislative and social issues was commended by many. Joshua Smith, the speaker at the spring convention, stated that it was important for the students on campus to be involved in activities and, that, if they were not, faculty and staff advisors should work with them to generate more interest.

Community Services

Non-credit classes. Enrollment for 1985-86 was down, but fee increases kept income up, so the program continued to be self-sustaining. Personal computer classes were in demand and classes for children attracted much interest. The children's summer program featured math enrichment, typing and craft classes. Children and adults both enjoyed the swimming program of lessons, master classes and open recreation. Traffic Violator School was also popular. Community Services receives no tax-based funding; classes are offered on a self-supporting basis, with careful monitoring of program costs. With budget constraints, there was a need to find ways to do more with less funding. Time-consuming clerical tasks must be computerized to better utilize available resources. Some Community Services classes stimulate enrollment in credit classes, contributing to student recruitment.

Special events. Monarch Day Camps and Sport and Fitness Camps provided a learning experience for young people during the summer; working parents found them a good summer place for children. Many young people have gone through the gymnastics program and the day camp programs over the years. A proposal was submitted to support expansion of the Community Services gymnastics program, through the Los Angeles Olympic Commission (LAOC) Amateur Athletic Foundation, to make youth sports accessible to all individuals regardless of race, creed, sex or physical handicaps.

Planning, Research and Development

Long-range planning. As a result of planned institutional goals this year, Valley College strengthened the delivery systems that give students the opportunity to complete their educational objectives. Publication of course sequencing and scheduling by semester for each of the transfer majors for UCLA and CSUN was particularly helpful. Through special funding the certificate programs were reviewed and brochures produced to describe each of the occupational areas. Associate degree program descriptions were prepared for inclusion in the catalog. Faculty members, counselors, department chairs and administrators were included in the planning of these projects.

Research projects. Since Valley College no longer has its own research director, the College staff depends upon data generated by the Educational Services Division or by community and governmental agencies. This outside data cannot fully compensate for the loss of College-based research. For example, the LACCD 1984-85 College Annual Report, Volume 2: Technical Information, contains tables showing that Valley College had a lesser percentage of full-time students than other comparable large colleges. These tables indicate trends of which the College administration is aware, but the College is unable to pursue data that would explain these trends.

Special fund development. The Foundation of Los Angeles Valley College is still in the developmental stage. All donations have been directed to and processed through the Office of Community Resources. The Office has received contributions of $202,405, excluding funds obtained through the efforts of other staff.

The Patrons Association continued to be the major auxiliary organization. This group of volunteers furnished services such as scholarships, awards for school staff, departments and community groups, hosting of the dean's tea and graduation receptions for platform members, emergency loans to students, and co-sponsorship of the Job Fair with Placement and Cooperative Education Offices.

Other projects/reports/activities. This year Valley College was designated as a Districtwide Service Center for the printing and distribution of schedules, catalogs and off-campus mailings. Recruitment postcards were sent through the Center to every continuing student who had not registered by a certain date for both fall and spring semesters. Postcards were also sent to those students who had applied to a college but had not appeared to register. The Center published a districtwide brochure containing information specific to each college's instructional and student services programs. One and a half million of these brochures were printed and 1.2 million were distributed through the Selective Market Coverage (SMC) of the Los Angeles Times.

This year Valley College was also assigned responsibility for Instructional Television (ITV). In 1985-86, ITV offered 15 courses, including business, humanities, computer literacy, psychology, anthropology, oceanography, health and astronomy. Enrollment increased in both fall and spring semesters. An inter-campus faculty advisory committee and discipline committees recommended and reviewed ITV curriculum offerings. Telecourse lessons were scheduled on open channel TV stations as well as educational access channels of several cable companies in Los Angeles.

The enrollment increase was due in part to a coordinated marketing effort consisting of a four-color brochure distributed through the Los Angeles Times Selective Marketing Coverage program. The brochure was instrumental in encouraging enrollment of new students as well as the retention of continuing students.

Community Relations and Marketing

Public information and student recruitment. A collegewide recruitment committee, consisting of administrators and representatives from the Faculty Senate, was formed to review recruitment policies, procedures and purposes. Several concrete suggestions emerged from committee meetings.

One suggestion was that faculty should be available to give lectures and presentations to high school students. During many of the discussions which have taken place with high school administrators, instructors, counselors and area representatives, it has become evident that the high schools would appreciate having the Valley College faculty present guest lectures in their various specialties to the high school classes. The implementation of this activity is planned to begin during Fall 1986.

Plans to sponsor Cultural Arts Fair on College campus were initiated. Efforts are under way to solicit funds to support the Fair, planned for Spring 1987. It is anticipated that faculty in music, art, theatre arts and dance will host competitions for high school students, with awards to be presented at a gala event in Monarch Hall at the conclusion of the Fair. A similar competition is being considered for the sciences.

Another suggestion was that the College offer Staff Development for high school faculty and counselors. Discussions have been held regarding the possibility of having high school faculty and counselors attend a staff development day on campus to familiarize them with Valley College instructional programs and student support services. Such a program would allow personal contact and exchange between the college faculty/counselors and their high school counterparts.

A High School Newspaper Day will be held at the College. The Journalism Department is planning to sponsor this annual event to introduce high school students to the College and its journalism program. Students will have the opportunity to meet professors and visit the Valley Star City Room and see photo-typesetting and paste-up facilities, which are not available on high school campuses. The students will have the opportunity to compete in an on-the-spot writing competition.

In addition to high school recruitment efforts, college staff have developed contacts with industrial and business organizations particularly through the specially funded Center for the Advancement of Business, Labor and Education (CABLE). Brochures and schedules have been delivered to libraries and other community organizations.

The College will continue its program of providing student information by dialing 7-VALLEY, which has proved to be a great success.

Articulation with Schools and Colleges. Efforts in the area of high school relations have taken many forms. During the year principals and Parent Teacher School Association (PTSA) presidents from more than 20 high schools were invited to a breakfast on campus where they were introduced to faculty members, counselors, and administrators who gave information regarding the instructional programs and student support services at Valley College. These invitations were extended to parochial high schools as well. Also, individual meetings have been held between administrators and faculty of the College, and representatives of the Los Angeles and Burbank Unified School Districts.

In March, Valley hosted the "Second Annual High School/Community College Counselor Conference", which was attended by 200 counselors from the Los Angeles Community College and Los Angeles Unified School Districts. The keynote speaker was Beverly Benedict Thomas, member of the California Community College Board of Governors.

The Faculty Senate Honors Committee and the Counseling Department developed an honors program for transfer-bound high school and college students with a grade point average (GPA) of at least 3.0, who indicate high potential for success. Letters have been sent to high school students and continuing students at Valley College who qualify for the program. Discussions have taken place with community college presidents and Dr. James Cleary, CSUN president, regarding the development of a similar honors program which would guarantee priority admission to CSUN.

In addition to the honors program, Valley has been involved in the UCLA Transfer Alliance Program for students who are being "redirected" to the community colleges. Contacts with these students have been initiated and Admissions Office staff have been following up.

The College again participated in the Tri-Valley Alliance Transfer Conference. The Alliance has sponsored several events to bring about interaction and exchange of information among faculty, counselors and administrators of CSUN and area community colleges from Glendale to Ventura and Santa Monica to Antelope Valley. This organization also includes representatives from private four-year institutions. Faculty participating in this year's program included those from art, accounting, chemistry, engineering, English, health science, history, journalism, physics, and political science disciplines.

Each major field of study for UCLA and CSUN has specified course requirements. Valley College has developed the sequencing and scheduling of these course requirements for each transfer major to UCLA and CSUN. Only major programs for the sciences have currently been published, but others have been developed by Valley College department chairs and will be published shortly. The information regarding the sequencing and scheduling of the major requirements was disseminated to high school students in conjunction with the general information brochure on transfer programs offered at the College.

An "Application for Priority Admission" was developed for students who wish to make application to the College early in the academic year. This program is being implemented with the cooperation of the college advisors at the various high schools. A letter of acceptance from the college president was sent to each student who applied for admission under this program.

Project ACCESS was previously given at the campus only. During this semester, counselors administered the three-hour test and orientation on nine high school campuses. Plans are being made to offer this program at other high schools.

Although counselors have traditionally attended "College Night" on the various high school campuses, it was only this year that faculty became interested in attending these as resource persons. Their attendance provided an opportunity for both students and parents to discuss specific instructional programs with Valley College professors.

During the spring semester, Valley hosted 48 Hispanic students from Van Nuys, Francis Polytechnic, and Grant High Schools. This pilot program, which targeted high-ability/low-achieving Hispanic students, was designed to encourage these students to continue on to postsecondary education. They were given a complete tour of the campus and took part in planned programs. Counselor Ralph Lazo worked closely with these students and their families and with Marjorie Denker, Van Nuys High School college advisor.

Over 550 Grant High School students attended classes on the College campus as the result of a lease agreement with the Los Angeles Unified School District (LAUSD). Although some difficulties arose when the students initially came to campus, problems were resolved and the program continued successfully. Planning meetings were held between high school and college administrators. Meetings were also held between Valley College department chairs and high school instructors who were holding classes on the campus. High school security officers and college campus police worked closely to keep disturbances to a minimum. The personal interaction of administrators and faculty should lead to increased numbers of Grant High School students subsequently enrolling at Valley College.

Discussions took place with Bob Collins, Principal of Grant High School regarding the concurrent enrollment of high school students at Valley College. Course content and support services such as the library, career center, and counseling were among the topics discussed. A specific student group considered for concurrent enrollment includes students in Level 3 and 4 of the English as a Second Language (ESL) program at the high school. These students rank high in math and science but low in English. Valley programs can help make these students college-ready.

The California Humanities Association plans to sponsor a state project for the networking of junior high schools, high schools and higher education segments for the promotion and coordination of humanities education in California. Los Angeles Valley College has been designated as a network center for these educational segments in the general region surrounding the College. The developemnt of this intersegmental humanities project will contribute significantly to the College's recruitment and transfer goals.

Contacts with business and industry. The Vocational Education Office has developed contacts with 225 companies, including General Dynamics, Hughes, Weber, Lockheed, General Motors, Home Savings, Great Western Savings, ITT, Gilfillan and R.G. Sloane. As a result of training programs developed in conjunction with the Office Administration and Engineering departments, contacts have been made with 60 aerospace and 15 financial companies. In addition, the newly established Center for the Advancement of Business, Labor and Education has contacted 150 companies in the College service area as a part of its initial marketing efforts. These contacts are part of the College's vocational education plan to update equipment and curricula, and to better serve the education and training needs of business and labor.

Administrative Services

Facilities. Reroofing of the Cafeteria and Engineering buildings has been completed. Selected bungalows were completely refurbished by the maintenance staff. Air conditioning was installed in the Planetarium and Business Journalism buildings. Replacement of air conditioning units were contracted for the northern portion of the Library. The master clock and system were replaced and upgraded throughout the campus. Many paving jobs were completed in various locations, including Campus Drive and Parking Lot G. Reupholstering of Valley Galley seating areas and general refurbishing are under way. A new pump was installed at the pool.

For the past few years, the cafeteria has shown declining sales with a resultant increase in operation losses. The College has taken steps to slow this trend and reverse it in the near future. Current staffing has been reduced through attrition. Operational changes, such as permanently closing a satellite, trial closing of evening full dinner service with increased evening grill service, and a recommended closing of the faculty service line will be initiated in Fall 1986. Efforts to increase sales have already shown some degree of success.

Plant Operation and Maintenance. The Maintenance Department has continued to provide high quality service to support the educational programs at the College. Individual staff members have been innovative and resourceful, doing an excellent job with fewer personnel. A total of 3,012 work and repair requests were completed. Approximately 550 telephone calls were received for miscellaneous requests and complaints. Major projects included upgrading fire alarms, replacement of the pool pump, installing a

new power feeder to Lot G, refurbishment of high usage classrooms, air conditioning the planetarium and BJ 109 and 111, upgrading sprinkler systems, replacement of floor coverings, survey and removal of asbestos containing materials, and paving repair and replacement.

Problems and concerns were many; the high cost of equipment purchases and replacement, general floor material deterioration, the threat from asbestos materials not yet removed, campus-wide deterioration of asphalt pavement and roofs, air conditioning needs, waste line deterioration in the chemistry building, increasing amounts of graffiti, greater usage of campus facilities by outside groups, and the reduction in classified staff atempting to remedy these situations. As the number of personnel dwindles, the tasks seem larger than ever. Reductions in response time and service quality do not reflect a negative attitude of the Plant Facilities staff, but result from the growing difficulty of maintaining and operating the campus short-handed. New and innovative equipment would aid in achieving maintenance goals.

The College has a continuing energy conservation program which continues to be viable. The Department of Water and Power recognized College efforts with an "Award of Merit for Efficient Electrical Management" plaque. The program has brought about more efficient sources of lighting, installation of time clocks and other automatic controls, and cutbacks in unnecessary heating, air conditioning and lighting. The staff is studying techniques of energy conservation. The craft of energy management is in its infancy but staff are striving to be effective and efficient.

Business Office. The Business Office experienced a loss of one clerk bookkeeper, yet managed to maintain an adequate level of service. This was accomplished by reorganizing desk duties and increasing work loads.

The College's Payroll Department was selected as a pilot for the introduction of "on-line" time reporting. This automated system will allow greater efficiency and accuracy by using newly installed computer terminals in the Payroll Office.

Security and Safety. The College Police continued to provide a safe and secure environment for students, staff and faculty.

Statistics for 1985-86 show a 10% decrease over 1984-85 in crime reports filed. This is particularly significant, since the crime rate in the surrounding community has increased. The decrease was due to stepped up patrols of parking lots and increased reporting of suspicious persons and circumstances by campus users. The College Police are responsible for basic first aid treament and other health and safety functions. Ongoing in-service training programs are regularly scheduled and attended by police personnel.

Classified Staff Relations. The layoff of personnel created an atmosphere of uncertainty and apprehension among the classified staff this year. In addition, needed staff positions were not approved for filling, a situation which fostered low morale among employees. During the spring semester, efforts were made to streamline operations and to manage each operational unit as effectively as possible in order to minimize the impact of the loss of these positions on the employees.

Affirmative Action activities were minimal this year. None of the hirings advanced the utilization of underrepresented groups in faculty or staff.

Classified union representatives meet periodically with the president to discuss issues which are of mutual interest and benefit. Because of the informal working relationship between classified employees and the administration, the number of individuals pursuing grievances has been minimal and a cooperative effort is being maintained.

Staff Development. During 1985-86, the College provided seven staff development programs for classified, certificated and administrative staff. The programs were scheduled at various times between 11 a.m. and 4 p.m. so that interested staff could attend. Some of the topics presented were Time Management, CPR, Motivation, and Prevention.

There were several districtwide events that were attended by individual members of the Los Angeles Valley College staff. These included the Chancellor's Colloquium, the Administrative Training Program, and Asbestos Protection.

SUMMARY

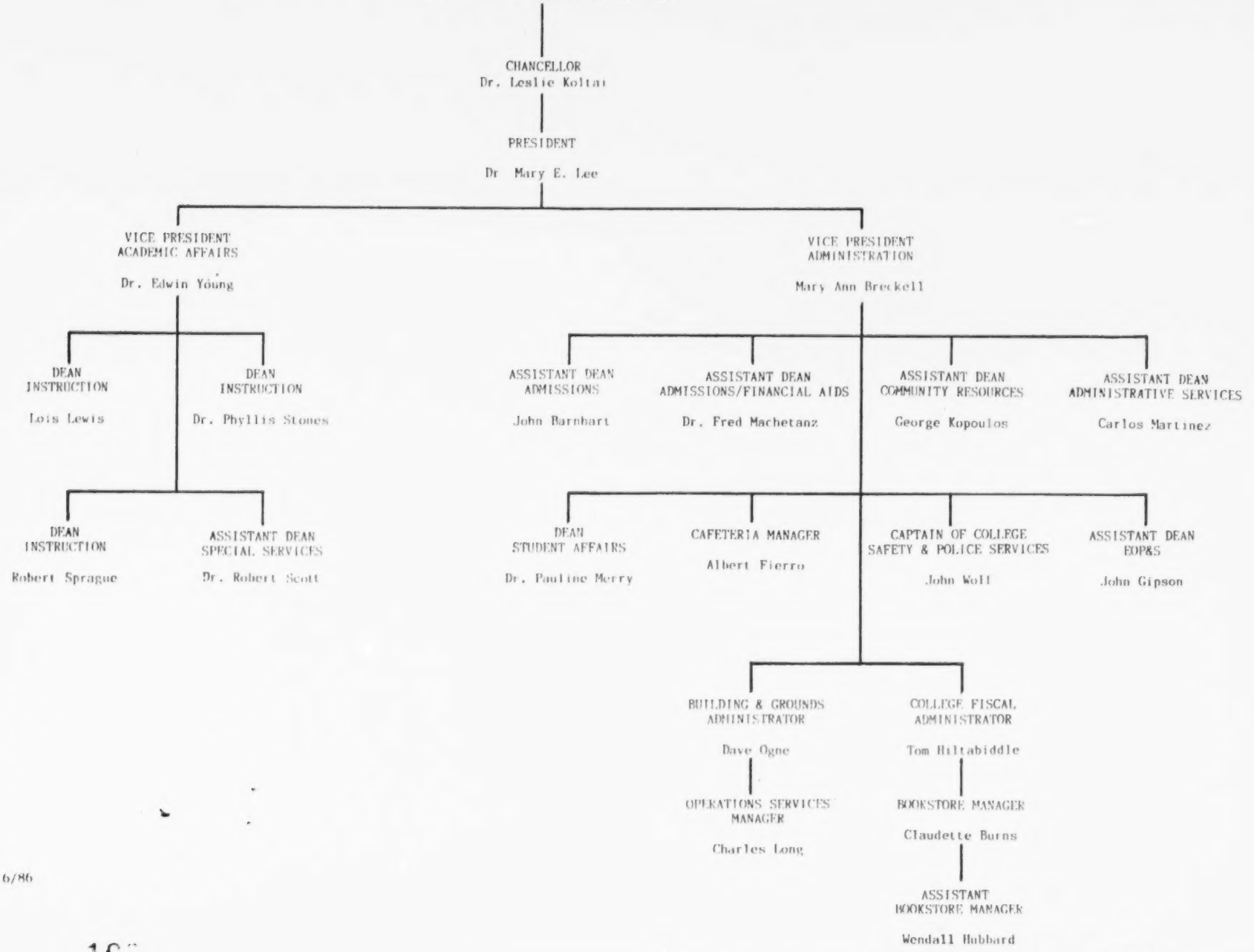
The achievements and problems in this report unfold against a background of sharper declines in revenue and reductions of staff. Despite these handicaps, the College continued to fulfill its mission and excelled in many areas. Adversity has a way of stimulating creativity among the staff on all levels and has become the impetus to optimize productivity.

The College ratio of WSCH to faculty FTE has remained relatively high over the past 5 years, and the overall cost per WSCH comparatively low.

Valley College is prepared to meet the challenges of the times and go forward in a positive manner.

Los Angeles Community College District

LOS ANGELES VALLEY COLLEGE
Administrative Organizational Chart



6/86

W E S T L O S A N G E L E S C O L L E G E

THE COLLEGE

Community Served by the College

West Los Angeles College (WLAC) is located on the western slope of the Baldwin Hills, adjacent to Culver City. The College's service area includes over 500,000 residents (1980 census) from the communities of Beverly Hills, Culver City, West Los Angeles, Westwood, Westchester, Crenshaw, La Tijera/Windsor Hills, Mar Vista, Palms, Marina del Rey, Brentwood, Pacific Palisades, Playa del Rey, Venice and Century City. Characteristics of this service population vary widely by location. In 1980, the ethnic distribution was 39% minority for the total population, with 21% black, 11% Hispanic, 6% Asian, and 1% other. Whites tend to predominate in the coastal communities and blacks in the interior portions of the service area.

Enrollment characteristics reflect greater participation from the interior than the coastal areas. In Fall 1985, 50% of WLAC's students were black, 8% Hispanic, 8% Asian, 31% white and 4% other. Among student survey respondents in Fall 1984, 56% reported incomes under $18,000. The proportion of freshman students was 63%; 79% of enrollment was part-time, and 46% of the students attended classes in the evening. Women constituted 57% of college enrollment.

The College's physical location is conducive to students' obtaining employment, both while attending school and after graduation. The campus is located near the Fox Hills shopping mall and business park. Somewhat farther away there is also extensive business and industrial activity along the Century Boulevard corridor approaching Los Angeles International Airport.

During the 1985-86 Fiscal Year, the College offered classes at the main campus, the Airport Center and at several outreach locations, with the most heavily utilized being a three-classroom complex in Marina del Rey.

Mission and Functions Statement

West Los Angeles College is committed to providing educational experiences of the highest possible quality for its service area residents. Eligible students include high school graduates, adults over 18 years of age who can benefit from the instruction offered, and high school students who may enroll under advanced placement agreement with their respective high schools. The College believes in the dignity and worth of each individual. Recognizing the differences in abilities, skills, experiences, and purposes, WLAC believes in an equal and complete educational opportunity for all who enroll.

Educational programs and services, offered in a collegiate environment both on campus and in outreach locations, implement the following functions: lower-division college transfer, vocational, general, special and continuing education, student services and activities, and community services. The College sees itself as the educational and cultural center of its service area.

College Goals

As a comprehensive institution of higher education, the College has established the following goals (not in priority order) which describe the purposes of institutional functions:

1. General education shall emphasize learning experiences which help students attain knowledge, achieve skills and develop appreciations, attitudes, and values needed for an effective and well-balanced life in a democratic society. All programs and services for students have been formulated with the realization of this goal in mind.
2. Career education shall provide intensive and thorough training leading to employment, the upgrading of skills for persons already employed, or retraining for employment in skilled, technical, business and service occupations.
3. Transfer education shall offer courses that enable students to satisfy the lower-division requirements for upper-division work in accredited baccalaureate institutions.
4. Student services shall provide a guidance program which includes educational, career, and personal counseling. Other services shall assist students with self-appraisal and with planning for employment, and generally contribute to students' success in college. Guidance through students' contact with faculty as well as counselors is an integral part of the student service program.
5. Student activities shall provide a variety of experiences that have educational value for students as responsible individuals, citizens and social participants.
6. Special education shall provide a program meeting the special needs of educationally disadvantaged and handicapped students through special course offerings, instructional assistance and supportive services.
7. Community services shall provide opportunities for people to participate in a variety of non-credit classes, workshops, and seminars, as well as recreational and cultural activities.
8. Continuing education shall provide classes which offer opportunities for a wide range of personal and occupational competencies that supplement two-year degree curricula.
9. Campus facilities shall provide a collegiate physical environment which supports the College's mission.

College Organization

On March 3, 1986, WLAC underwent a major administrative reorganization with the transfer of the president and both vice presidents to other positions in the District. In addition to a new senior staff, the college received a new assistant dean of Extended Opportunity Programs and Services (EOP&S) while losing its assistant deans of evening/summer session and the Airport Center to position at other colleges. Two new positions were created by the interdistrict attendance agreements with the Santa Monica Community College District: a dean of academic affairs and an educational information specialist. Additionally, the employment training unit, formerly part of the District Office of Occupational and Technical Education, was transferred to WLAC as a "service center," headed by a specially-funded dean and assistant dean.

An analysis and re-assignment of administrative responsibilities followed and continues to be redefined. The Office of College Relations and Development was created, supervision of divisions was returned to the academic affairs deans and an assistant dean, and the administrative services functions realigned. The new administrative structure is designed to more evenly spread the workload, while placing an emphasis on image, college relations, recruitment, academic renewal and excellence, administrative accountability, and service to students.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Transfer. Transfer programs have remained healthy, particularly in English, mathematics, law, speech, and economics. The Curriculum Council has continued to review general education requirements and to adjust program descriptions for the catalog to reflect those requirements.

Because of declining enrollments, it has become increasingly difficult to offer second-year courses. However, efforts are being made to reverse the pattern of student flight from the College to other districts for sophomore-level courses. Already the AT-WEST Honors Program has helped to reverse the trend. In December 1984, when the University of California at Los Angeles (UCLA) invited WLAC to participate in its Redirect program as one of eight such community colleges, the faculty began shaping the Accelerated Transfer Program and the administration agreed to support this pilot effort. In this program, a student would be guaranteed the opportunity to complete a major in Letters or Science plus a core of general education requirements for the University within a two-year period. Expansion efforts are being made to include other universities and other majors. California State University (CSU), Dominguez Hills and CSU, Northridge have already agreed to participate. The program has allowed WLAC faculty to meet with their faculty counterparts at the universities to discuss ways to smooth the transition from community college to four-year institutions. The program also provides transition events to familiarize WLAC students with campus life at the four-year institutions.

Vocational. Fiscal Year 1985-86 proved to be an excellent year for the College's vocational programs, since increased funding under the Perkins Vocational Education Act (VEA) provided assistance for campus efforts related to student support services. Most notably, programs supporting tutorial services to the disadvantaged, those with limited-English proficiency, and handicapped students contributed to an increase in student persistence. Additionally, WLAC was able to initiate a positive program for Adults Needing Retraining, which will form the basis for expansion in 1986-87 and allow active participation in the upcoming implementation of the Greater Avenues for Independence (GAIN) program. With the assistance of university interns, the College has launched many successful programs and seminars, has enhanced other support services for single parents/-homemakers and has brought a better balance to counseling efforts to achieve greater sex equity in vocational education programs.

The College was randomly selected for a civil rights compliance review by the California Community College Chancellor's office, and is proud of the results. After a three-day, on-site visit, the College's efforts to fully comply with the principles and policies of the State were endorsed and commended by the investigating team.

The College was able to relocate its Word Processing Laboratory to an adjoining classroom next to the campus Computer Center, with the use of Part B funds from the VEA allocation. After extensive alterations and improvements, and the acquisition of twenty IBM personal computers and new transcription equipment, the College now has a combined Office Administration and Computer Center, and has completed the first phase of restructuring the curriculum. Funding in 1986-87 will continue this process of establishing a Small Business Resource Center.

Vocational funds were used to compensate for funding cutbacks suffered by programs offered at the Airport Center. In this way, needed supplies were purchased for the aviation programs, and computer tapes and software were obtained to help bring the Travel 3 Airline Ticketing course up-to-date with current industry practices; over 400 students successfully completed the course this year.

Further curricular changes were planned for Airport Center programs. A core curriculum for Electronics and Aircraft Electronics was developed, but the spring transfer of two electronics instructors out of the College barred its implementation in Fall 1986. Final decisions were put on hold when District trustees considered selling the Center and transferring its programs. A contigency plan was drawn up to integrate Travel into the business program, should Airport Center facilities be lost.

Developmental. As in previous years, class placement in English and developmental classes was based upon students' scores in the ACCESS placement examination. This ACCESS testing process was improved during fiscal year 1985-86 with participation of English Department faculty members in evaluating the writing samples that students were required to submit. This,

along with revision of the testing cut-off scores, has resulted in improved consistency and maintenance of standards.

It is worth noting that the lowest level reading class sustained a significant enrollment decline during 1985-86. This was particularly surprising in light of the influx of limited and non-English-speaking students. The Reading Laboratory and the Writing Laboratory continue to report an increase in students being served. Their services have proven very beneficial to students enrolled in the broad range of college classes, in addition to those in the areas of English and psychology, which are perhaps more traditionally linked to the laboratories in terms of concept and content.

It was the original intent of the College that the laboratories would be run by the Language Skills Instructional Assistants. However, one of the two positions was lost in budget cutbacks, and student workers were brought in to help staff the Reading Laboratory. This has proved to be an unsatisfactory solution, as student workers frequently lack the technical knowledge to run such a program. It is hoped that this situation might be remedied by Fall.

Due to a significant increase in the number of limited-English-speaking students at the College, a plan has been developed to establish a high-intensity English as a Second Language (ESL) program. If the necessary faculty positions are secured, the program will be fully implemented by Spring, 1987.

Faculty Achievements and Development. Two faculty members received doctorate degrees during the 1985-86 year, while several others moved into the dissertation stages of their studies.

Library and Learning Resource Center (LRC). During the past year, the Library/LRC lost three classified employees, two in the Library and one in the Instructional Center. Because none was replaced, staffing difficulties have been compounded.

The budgets for Library and LRC are half what they were three years ago. Coupled with the high rate of inflation in the publishing industry, this has greatly reduced the library's book purchasing power.

The Library/LRC instructional program continues to flourish, and the Library Media Technology 15, Research Strategy, has been well received. Television and Broadcasting courses both utilize the TV studio, and several video course have also been offered.

During the past semester, a consultant was hired to investigate the possibility of changing the Library computer system to a micro-based system. The consultant's report has just been completed and its recommendations

would improve services if funds are available to implement them. The recommended system will utilize the College's current data base and provide catalog and search capabilities not often seen in microcomputer systems.

Student Services

Admissions and Records. A total of 9,365 applications was processed in Fall 1985 and 9,206 were processed in Spring 1986. In Fall 1985, 1,527 registration packets were processed compared with 1,704 in Fall Semester, 1984. A total of 1,899 packets was processed in Spring Semester, 1986, down slightly from 1,965 in Spring 1985. In-person registration totalled 5,894 in Fall 1985 and 6,064 in Spring 1986. Mail registration was utilized during both the Fall 1985 and Spring 1986 semesters.

One-stop registration was continued throughout the academic year, with the Admissions, Business, and Financial Aid Offices open and staffed during hours coinciding with the hours for registration, and "add" and "drop" periods. One-step registration has been successful in improving direct service to students and providing optimal use of both financial and human resources. However, mere numbers alone do not tell the whole story, since routine functions of the Admissions and Records office must be effectively performed at the same time that application and registration activities are under way. Staff reductions have reached unacceptable levels, resulting in processing delays and an increased burden on a dedicated but overworked staff. Depredations were so severe that B-shift operations were maintained by only one regular position, augmented by limited relief staff during times of peak workload.

The Veterans' Affairs office is part of the Admissions Office but is not funded by the Veterans' Administration. In addition to handling traditional veteran-related matters, the office finds that requests for enrollment verifications and transcripts increase yearly, regardless of enrollment decline.

Counseling Services to Special Clienteles. Counseling services during 1985-86 were hard hit by professional staff losses. One counselor went on personal leave, another was transferred, and a third was given full released time to serve the college in high school relations. These unfilled vacancies limited the availability of counseling staff for academic advisement and planning, personal counseling and other retention-related services, while having a severe impact on the assessment program.

Despite these problems, the College's counseling services had a number of successes during 1985-86. The foreign student counselor processed over 150 F-1 visa students, who enriched the College both culturally and financially. The Career/Life Planning Center instituted an open-entry personal development class which enrolled 117 students during the spring semester

thanks to the energy, creativity, and skillful management of the career counselor. Based on the success of this program, the College plans to offer a 2-unit personal development course through the Career/Life Planning Center during the 1986-87 academic year.

The Transfer Information Center continued to expand its services due largely to the energy and creativity of the transfer counselor. Last year, five four-year universities provided regular advisement services to students through the Transfer Information Center. During 1985-86, other universities were added: Loyola Marymount, the University of Southern California (USC), Mt. St. Mary's, CSU, Long Beach and U.S. International University.

Well over 500 students were seen by university representatives at the Transfer Information Center, a significant increase over last year. In addition, an extensive program of special workshops and events was developed to promote transfer of WLAC students. The California College and University Day was again a great success in providing transfer information to students.

A strong assessment program was an objective still not attained. With the reassignment of the assessment counselor, full implementation of Project ACCESS was hampered, although the remaining counseling staff has done well in providing assessment services for students on an interim basis. The College hopes to assign a new assessment counselor as soon as possible with sufficient support personnel and financial resources to provide quality service.

Another area of concern to the College involves articulation. Transfer program emphasis remains a college priority. Continued success will require the reassignment of an additional counselor to assist faculty in this effort. It is hoped that adequate funding and staffing in 1986-87 will alleviate these problems. Sufficient counseling staff is needed in order to have a positive impact on student retention and to provide a reasonable level of general counseling support for the college and its students.

The Center for New Options, one of the Counseling Department's programs, serves the needs of students who are returning to college after a period away from school. The program provides career and academic counseling, as well as topic-oriented workshops. Services to single parents and homemakers, funded by VEA, provided assistance with program and course selection, assessment of career interests, individualized counseling, referral resources, special classes, a newsletter, and workshops on skills for success. Efforts were made to provide counseling services to student/-parents utilizing the services of the Child Development Center.

The Extended Opportunity Program and Services (EOP&S) Office was under the administration of a new director in 1985-86. The Office identified 551 students as EOP&S eligible. Book and supply vouchers and cash grants were given to full-time students, and tutoring and personal/academic counseling

were provided. Sixteen tutors provided assistance to EOP&S students in the subject areas of English, computer science, math, word processing, aircraft maintenance technology and travel.

New or recently revived services include an employment transition program, a four-year college/university transition program, trips to four-year institutions, scholarship information and workshops, a peer advisor program, transfer newsletter and a program brochure. Student orientations were held at the beginning of each semester, and EOP&S students were presented with academic achievement awards during the Spring Scholarship Reception.

Recruitment efforts under EOP&S included high school visits, Career Days and College Nights. In addition, EOP&S administered the Summer 1985 Youth Employment Program (SYEP). Thirty-eight low-income students from six high schools participated, taking one class and working on campus.

The assignment of an intermediate clerk-typist to the position of Veterans' Affairs Clerk for approximately 50% of her assigned duties has permitted the College to offer a level of services in 1985-86 comparable to that in previous years before cutbacks were implemented. As an integral part of the College's one-stop student services approach, the Office of Veterans Affairs offered assistance to the 188 student veterans claiming veterans' benefit in 1985-86; 12 in the Summer Session and 88 each in the fall and spring semesters. Of course, student veterans may also take advantage of the counseling services available to all enrollees and utilize the Office of Financial Aid.

The Office is also involved in regular, on-going contact with the Regional Veterans' Administration Office to maintain currency of information regarding changes in rules and regulations of the Veterans' Administration.

An audit conducted by the State Department of Education in the spring semester showed total compliance with no audit exceptions. This is, no doubt a consequence of procedures initiated in prior years for improved record-keeping and follow up of new and continuing student veterans.

The State allocation of Disabled Student Programs and Services (DSP&S) funds for fiscal year 1985-86 was sufficient to cover salaries of permanent personnel plus a minimal amount for support of ongoing services. There were no funds for expansion or additional services. Vocational Education Act (VEA) funds were used to begin reinstatement of the Learning Disabilities Program, and the van for wheelchair students continued to be financed through a contract with the Department of Rehabilitation.

Approximately 130 students, including six in wheelchairs, received assistance of some kind from DSP&S this year. The most common disabilities among students continue to be lower back injuries, diabetes, heart problems and emphysema.

The VEA Sex Equity project focused on the recruitment of high school students into vocational programs non-traditional to their gender. Peer counselors were recruited, trained, and placed in local high schools to meet with students and make classroom presentations regarding opportunities in vocational programs. Specialized recruitment materials were developed and disseminated.

Financial Aid. The Financial Aid Office again operated with staffing far below an optimal level. Full-time staff consisted of one financial aid supervisor and one financial aid clerk. Diligent student workers provided much-needed support. The fiscal year 1986-87 operational plan, anticipating decentralization, contains a budget request for four additional staff members: one financial aid assistant (B-shift), one clerk (A-shift), and one intermediate clerk-typist (A-shift).

Clearly, the time needed to process financial aid applications, from initial submission to disbursement, increased substantially during centralization. This new delay was caused by the unfortunate coincidence of staff cutbacks and the additional and unprecedented tasks of carrying out the mandate to centralize operations. The negative impact on student morale could not be ignored. During the second year of centralization, a major change in processing occurred due to the implementation of the Financial Aid Management System II (FAMSII). The FAMSII has the capability of processing a financial aid application from the Student Aid Application for California (SAAC) to disbursement of funds. However, the system was implemented without adequate planning or staff training, and personnel had to "learn by doing".

Nevertheless, with the combined effort of the Central Financial Aid Unit (CFAU) and the WLAC financial aid staff, the College processed approximately 1,000 applications and awarded 350 students a total of $671,000 from eight State and Federal programs. Two hundred and eighty five students received funds through the Pell Grant program and 65 students participated in the College Work Study program, which provides support staff to various departments and offices on campus. National Direct Student Loans were awarded to 63 students in 1985-86 for a total of $81,000; none had been awarded the previous year. Supplemental Educational Opportunity Grants--Initial and Continuing--were awarded to 79 and 83 students respectively, for a grand total of $84,000 disbursed. Guaranteed Student Loan applications were processed for 69 students, and $168,000 was subsequently disbursed.

The number of students receiving Equal Opportunity Program grants was much lower this year, as was the total amount awarded. In 1985-86, 84 students were paid $12,150, compared with 147 students and a total of $51,000 for 1984-85. State grant programs remained nearly the same with 40 students receiving Cal Grant B funds totalling $51,000, and six students receiving $3,000 in Cal Grant C funds.

Extended office hours for registration resulted in the processing of Board of Governors (BEOG) applications with 306 fee waivers, 230 fee deferments, and 27 fee credits being issued.

The Central Financial Aid Unit has established an accounting unit which, in conjunction with the campus Financial Aid Office, the business office, and the District accounting unit, monitors funds from the Federal award to the disbursement to students.

Special Services. During Spring 1986, the total number of hours in which children were enrolled at the Child Care Center increased 116% over Spring 1985. This, coupled with a shortage in student worker hours, has caused a severe strain on Center operations.

In an annual parent survey conducted during Fall 1985, student/parents were asked how many units they would enroll in if there were no Center available to them. The survey reflected an average student/parent enrollment decline from 10.45 to 4.95 units, which suggests the Center has been instrumental in generating 170.5 units ($22,189), providing both a valuable service to student/parents and a source of revenue for the College.

Two of the Center's successes in 1985-86 included the Early Start Program and a Tryke-athon. The Tryke-athon was the largest and most successful fund raiser ever attempted by the Parent Club and the Center, generating approximately $1,500.

There has been a marked change in the socio-economic level of student/-parents served this year. This year's clients were needier than those serviced in past years, with fewer resources in terms of time, money and energy. Yet they have persisted.

The Tutoring Center, although reduced in scope, continued to serve large numbers of students in a variety of subject areas. A reduction in allocated funds from EOP&S and VEA forced the Center to concentrate its efforts in basic skills and vocational areas such as English, mathematics, accounting, computer science, and office administration. Limited tutoring was available in the academic areas until mid-spring, when additional EOP&S funds were made available. Faculty information indicates that tutoring has had a strong effect on class retention and student success.

The assignment of a faculty member to supervise the Center in the spring permitted reemphasis on tutor training and recruitment, resulting in improved service. Plans have been made to expand the Center's service in the coming year.

Computer Assisted Instruction (CAI) also saw increased usage, although it is maintained only by EOP&S student workers due to cutbacks. More faculty, particularly in the skills area, have been organizing courses based on supplemental CAI skill development.

Student Activities. The student activity program during 1985-86 reflected a lack of student participation and unclear goals and objectives. By the end of the year, the Associated Students Organization (ASO) was all but moribund and could not even hold elections for next year's officers. An assessment and analysis of ASO conditions, resources and needs has been undertaken. This activity should lead to a restructured and reinvigorated organization in 1986-87.

Community Services

Non-credit classes. This was a year of progress, even though the program still was adjusting to a redefinition of concepts and direction. The deficit was significantly reduced by cutting the basic operating budget while increasing direct marketing efforts to increase income. Total enrollment figures for all classes reached 5,284. There is uncertainty as to the future of the program for 1986-87. Funding and staffing decisions are pending as of this writing due to reorganization of the Educational Services Division.

Planning, Research, and Development

Long-range Planning. This year saw implementation, with a few modifications, of the planning process proposed by the College ad hoc committee which met during the spring of 1985. This process calls for a Planning and Development Council to make recommendations on long-range college priorities which will govern the planning for all areas of the College, including instructional departments, maintenance and service areas. The planning process encompasses budgetary and capital construction aspects along with those more typically represented in the Educational Master Plan. It also calls for a regular three-year rotating evaluation of all areas of the College, which will benefit the process while meeting accreditation requirements.

The ad hoc committee consists of five faculty members nominated by the Academic Senate, one classified member, and two administrative members. There are also two community members, one of whom is a member of the emeritus faculty.

The Committee met every week except during holiday periods. Primary emphasis was placed on development of a new mission and functions statement which was partially completed at the end of the year. Other items, in particular budgetary priorities, were referred to the Committee by the President. The Committee also heard a large number of special presentations by faculty and staff members. On two occasions, community groups also made presentations to the Committee. The process worked well this year and was considered a success.

Special Fund Development. During 1985-86, the College was successful in securing $119,000 in grant funds, an increase of $58,000, almost double last year's $61,000 in awards.

The California Community College's Fund for Instructional Improvement, the U.S. Department of Education's Division of Training and Facilities, and the Ford Foundation all continued their support of various College programs and activities, while new funding sources were developed from the Los Angeles Committee for Amateur Athletics Foundation, the Sears Roebuck Foundation, and the State of California Foster Children and Parent Training Foundation.

Fiscal year 1985-86 marked the transition of the College Foundation Board to a more active role in fund-raising and increased involvement in College activities. Dr. Morris Heldman, Founding President of the Foundation Board and of the College, relinquished the former office after over ten years of service. Dr. Melvin Barlow, Professor Emeritus of Education, UCLA, is the new president of the Foundation Board.

The Foundation funded several thousand dollars in student scholarship awards and prizes during the year. The second annual Scholarship Awards Banquet, held in May, 1986, honored students with outstanding academic records and was also the major fund-raising event of the year.

Community Relations and Marketing

Public Information and Student Recruitment. The districtwide centralization of public information services, with each public information officer responsible for several campuses, permitted a variety of campus-specific promotional and informational activities, as well as functions broader in scope generated by the District Office of Communications Services. For West Los Angeles College, particular emphasis was placed upon development of releases and public service radio announcements based on specific programs and services, as well as institutionally-oriented materials that emphasize the quality and accessibility of the college. The College has also participated in various Districtwide efforts, including a pre-print publication targeted at residents of the College's service area and distributed through the Los Angeles Times. Publication and distribution of a modified fall class schedule have also been planned.

The primary thrust of the WLAC Relations with Schools Program has been two-fold: to coordinate College outreach efforts and to communicate information and needs between the institutions. This year, a new certificated position, Director of Relations with Schools (K-12), was established. The Director reports to the Dean of Academic Affairs and has the responsibility for activities initiated by the College with regard to both public and private secondary and primary schools. During the last year, the Director initiated a wide range of activities with 16 feeder public

high schools, one elementary school, and three private schools. The Director also implemented the "Take a Look at Your Future Day" which brought 275 students from eight feeder high schools to the campus to apply for priority registration.

The Valley Alternative School tour involved 45 high school students in a basketball clinic in an effort to reach local students. This is a part of an on-going high school recruiting effort by the Physical Education department.

An elementary school tour of WLAC permitted 150 fifth and sixth graders to come to campus with their teachers as a part of the College's "adoption" of LAUSD's Virginia Road Elementary School.

In addition, the Director was involved with six joint activities with other schools or districts, such as the LAUSD/LACCD Counselor Conference, mailings to graduating LAUSD seniors and University of California applicants who were denied admittance, the establishment of WLAC classes on high school campuses, and the Santa Monica City "Career Expo."

Publicity programs initiated during the year included a video tape, distribution of WLAC folders with promotional materials at all College Day/-Night events, a full-page ad in the Santa Monica Evening Outlook, 16 press releases aimed specifically at high school students, radio spots, and posters distributed to high school campuses.

Articulation with Schools and Colleges. As noted above, articulation is an area of concern to the College. The counselor assigned the articulation responsibility was transferred without replacement; consequently the Counseling Center was limited in its ability to provide that service for students.

Contacts with Business and Industry. The College has established as one of its priorities a strengthened and enriched relationship with local business and industry. To this end, it has initiated a PACE (Project for Adult College Education) Program to provide the option of a full-time, transfer-oriented academic program for full-time employees of local businesses. Also, the College for Small Business has been developed, to offer a course of study specifically designed to provide skills necessary for successful management of today's small businesses.

The College will also be working with the districtwide Employment Training office in the development and implementation of training programs for entry-level positions as well as retraining opportunities, with funding by the State of California Employment Training Panel. This past year, a program to train customer service representatives was offered in cooperation with the California League of Savings Institutions.

Every vocational discipline conducted industry advisory meetings during the year. This effort brought an estimated 60 representatives from the business community to the campus throughout the year. Businessmen lent their expertise to academic planning and helped design programs to prepare students for immediate employment at the conclusion of their formal education. Additionally, approximately 18 faculty and counselors were selected to participate in summer intership programs designed to upgrade skills and knowledge. This effort was a direct result of the College's effective contacts with the private sector.

Administrative Services

Facilities. The cafeteria was closed in April, a month before the end of the spring semester, after operating without a grill cook all year, which represented a 25% reduction in staff. Extensive cleaning and repairs had to be done to meet sanitary and operational requirements. By the date of closure, food services operations had suffered a net loss.

The Bookstore also endured financial difficulties brought about by a loss in revenue from declining enrollment, along with a continued increase in operating expenditures. The lack of money for unclassified and relief personnel made it difficult for staff to meet service needs at peak hours such as the beginning of the semester. Although limited in scope, service at the Airport Center bookstore was maintained by student assistants paid for by the VEA program. Utility, sanitation, rubbish and depreciation expenses were applied to the end-of-year cost. Because of uncertainty and cancellation of classes, the cost of book returns increased. Invoiced payments were delayed because of intermittent deficit cash flows at the District's Accounts Payable section.

In hopes of improving the sales of non-textbook items, non-traditional products were purchased. Efforts were made to transform the "bookstore" to the "college store." New vendors were sought to supply seasonal, novelty, impulse and gift items for sale in the Bookstore. Two cold beverage dispensers were installed and plans were explored for a hot drink vending machine. Each of these additions has provided additional income. A continuation of planned clearance sales contributed to a reduction in inventory.

The reintroduction of EOP&S vouchers yielded approximately $40,000 and Emergency Loan book-supply vouchers generated approximately $10,000 during the year. Paid advertising and special Bookstore bulletins were used to attract additional patronage. Hand-carried shopping baskets were purchased for customer shopping convenience. Systems analyses are continually being conducted.

Plant Operation and Maintenance. During the past year, Facilities has corrected some long-term roof problems; most of the air-conditioning units were raised on the A8, A12, and A13 buildings, providing the College with a more water-resistant foam roof system. Also, a resaturation project was completed on the bungalow buildings' roofs which will extend their lives for approximately seven years at one-tenth the replacement cost. In addition, Learning Resource Center pitch pocket corrections were made.

During 1985-86, the Computer Center, housed in the Career Education Building, was renovated to better serve the Business Science students with a larger instructional area.

Business Office. Personnel records are still an amalgam of computerized and manually-created employee files, with greater emphasis on the former. The District introduced an on-line payroll reporting system in June, 1986. The system of internal checks and controls adopted by the College in processing personnel action includes both manual and computerized logs, summaries and records. These are regularly reviewed, resulting in increased accuracy that has reduced time frames while keeping payroll and assignment confirmation problems to a minimum. Residual problems included hirings without Personnel Action Authorization or an appropriate budget line-item, and untimely or non-submission of time reports.

A position control program for all certificated and classified positions was implemented by the College Fiscal Administrator, preventing unmatched salaries and underdrafts in salary accounts.

Security and Safety. The College Police handled over 50,000 calls for routine and emergency service. There was a marked increase in illness/injury reports, most reported by staff members, and an increase in minor physical assaults on students by students. Overall, the College retained its image as the "safest college in the District" despite a reduction in college police staff. In the near future, the District plans to offer testing to enlarge the hiring list for campus police. If new officers can be hired, response to emergencies will be faster and more effective.

Classified Staff Relations. The 1984-85 Affirmative Action Report provided evidence that the College has maintained a firm commitment to equal opportunity. District and campus procedures have been aggressively applied to all personnel selections. Plans have been made for continuing these procedures, even under severe retrenchment and major reorganization.

The acute shortage of classified staff has made it extremely difficult to deliver services to students. Staff redevelopment has been utilized to cover crucial situations such as summer session registration. The College has consolidated several functions in order to better utilize existing staff. The lack of relief money continues to present serious problems in

meeting peak service needs in areas such as admissions, business services, bookstore, counseling, financial aid, and the Airport Campus. Every effort is being made to adhere to contractual provisions in all areas of assignments, transfers and working conditions.

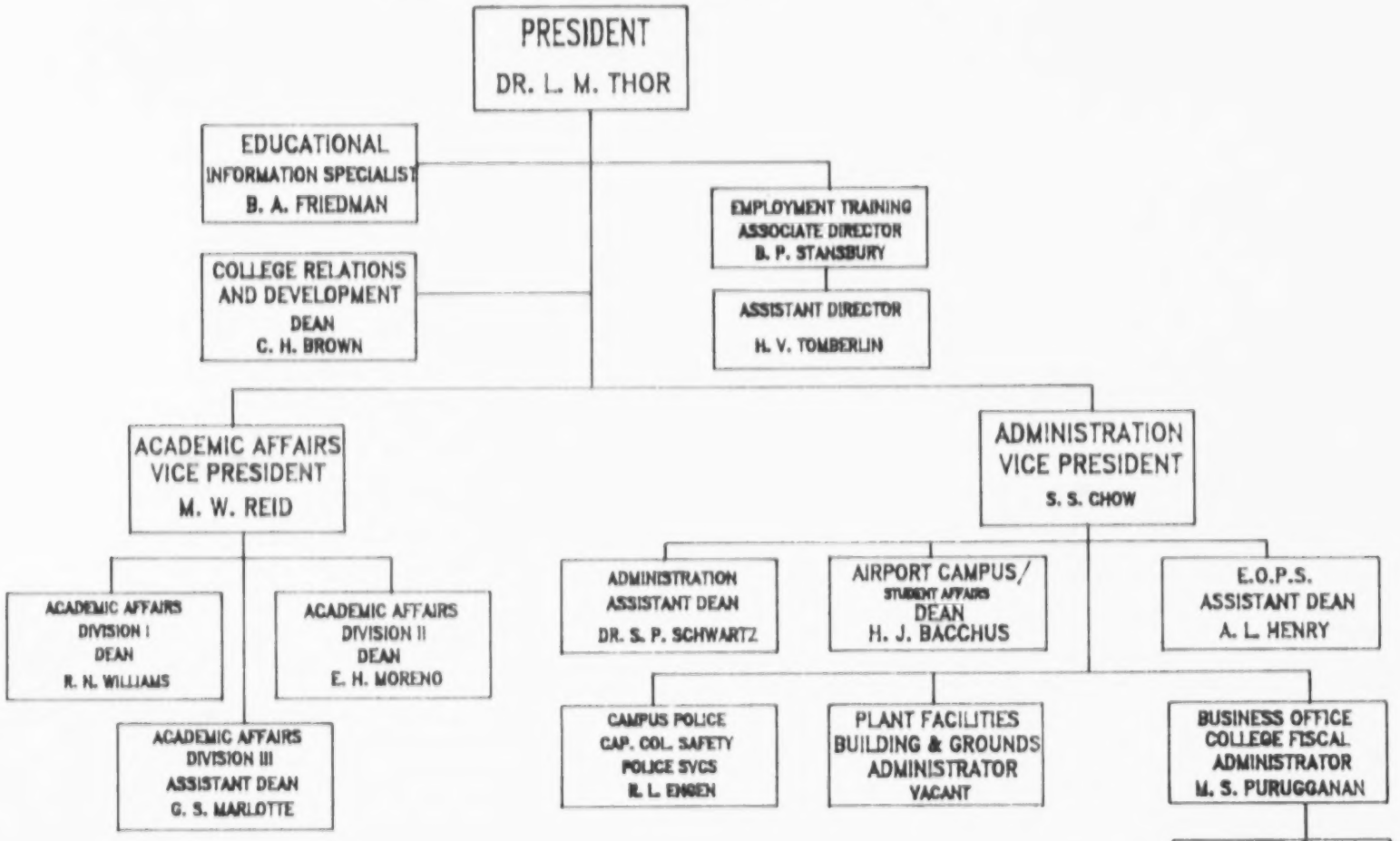
Staff Development. Three classified employees obtained associate degrees, joining a dozen other staff members who completed course work as part of the District's Professional Development program. With major budgetary and personnel reorganization taking place during 1985-86, efforts to offer Staff Development programs were minimal. After the change of administrative leadership in the spring, discussions took place between the Academic Senate and administration, to establish a cooperative environment conducive to a well organized and supported staff development program for 1986-87. Final program concepts and design will be introduced in September.

SUMMARY

West Los Angeles College offers students an impressive variety of programs and services, an attractive campus, the availability of convenient public transportation, a safe environment, ample parking and, most important of all, a top-notch faculty with a well-deserved reputation for providing instruction of quality.

Problems persist with cutbacks in staff and funding. But the new administrative team believe that the College can reverse its enrollment decline and gain greater public recognition of what it has to offer. They are emphasizing the valuable and unique assets the College already possesses, and strive to develop new programs, services and delivery systems. With a new pride and confidence, West Los Angeles College will present a stronger, more positive image to the public and the academic community.

WEST LOS ANGELES COLLEGE
1985–86 ORGANIZATION CHART



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